NJ SCHOOL PERFORMANCE REPORT

FRANKLIN L. WILLIAMS SCHOOL
(17-2390-155)
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	HUDSON
District	JERSEY CITY
Principal Name	MR. RIVERA
Address	222 LAIDLAW AVENUE JERSEY CITY, NJ 07306
Phone Number	(201)714-8340
Email Address	ERIVERA@JCBOE.ORG
Website	http://www.jcboe.org/
Facebook	https://m.facebook.com/FranklinLWilliamsMS7

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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	295	271	310
7	304	318	289
8	328	332	335
Total	927	921	935

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	45.8%	47.9%	51.3%
Male	54.2%	52.1%	48.7%
Economically Disadvantaged Students	81.2%	78.3%	80.4%
Students with Disabilities	16.1%	16.8%	15.6%
English Learners	26.1%	34.5%	33.7%
Homeless Students		0.8%	1.5%
Students in Foster Care		0.4%	0.4%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

This table shows the percentage of students by racial and ethnic group for the past three school years.

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	8.8%	8.9%	9.1%
Hispanic	67.4%	66.9%	67.3%
Black or African American	7.9%	8.5%	9.5%
Asian	14.9%	14.8%	13.5%
Native Hawaiian or Pacific Islander	0.5%	0.5%	0.2%
American Indian or Alaska Native	0.2%	0.1%	0.0%
Two or More Races	0.2%	0.3%	0.4%

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
Spanish	52.5%
English	27.6%
Gujarati	5.7%
Arabic	3.4%
Tagalog	1.6%
Other Languages	9.2%

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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	56	53	50	Met Standard	48	52	50	Met Standard
White	57	59	50	Met Standard	55	59	51	Met Standard
Hispanic	55	52	49	Met Standard	43	50	48	Met Standard
Black or African American	49.5	46	44	Met Standard	43	44	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	59.5	61	61	Met Standard	53	63	61	Met Standard
American Indian or Alaska Native	N	75	52	**	N	*	53	**
Two or More Races	*	52	49	**	*	59	51	**
Economically Disadvantaged	57	52	48	Met Standard	48	50	47	Met Standard
Students with Disabilities	45	42	41	Met Standard	30	41	43	Not Met
English Learners	65	63.5	54	Exceeds Standard	43	58	51	Met Standard

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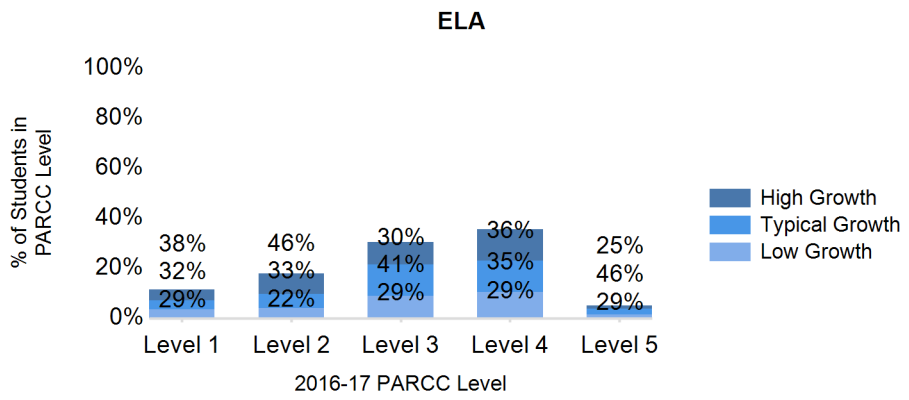
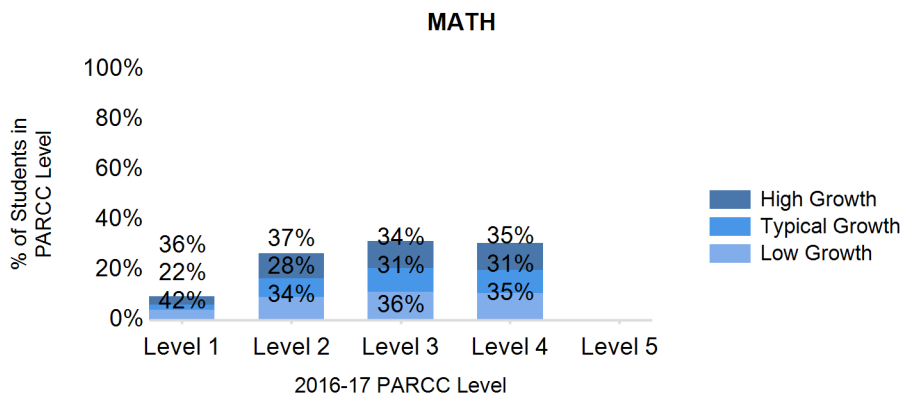
Student Growth by Performance Level

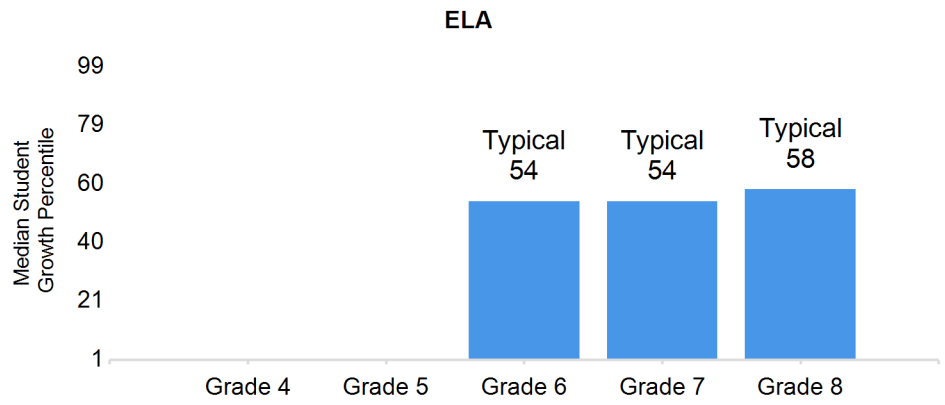
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

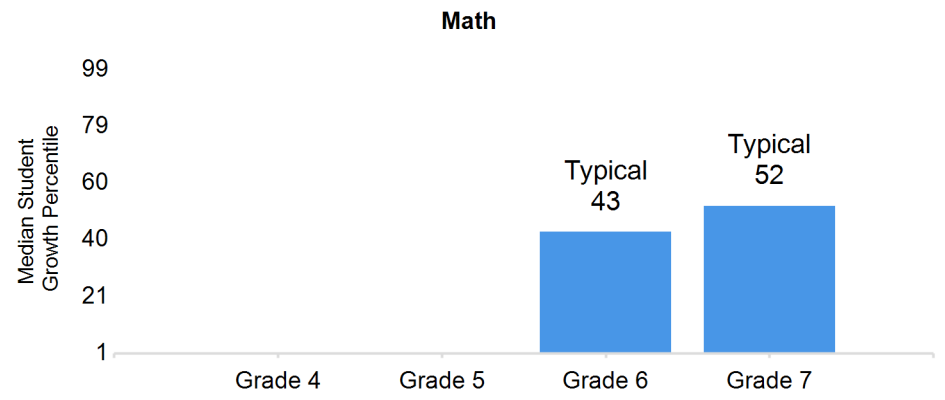




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

This table shows information about the English Language Arts/Literacy section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment both overall and by student group. The PARCC assessment has five performance levels, and students scoring a Level 4 or 5 (Met or Exceeded Expectations) have demonstrated readiness for the next grade level and are on track for college and careers. This table shows the number of valid test scores, the percentage of students that took the test, and the percentage of testers that met or exceeded expectations in the school, the district, and across the state. The last three columns of the table show the proficiency rate used for federal accountability, the annual target, and whether the target was met, as required by the Every Student Succeeds Act (ESSA) accountability. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these accountability resources.

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	641	99.1	45.2	47.8	56.7	45.2	37.7	Met Target
White	66	97.1	56.1	55.3	65.6	56.1	35.5	Met Target
Hispanic	390	99.3	39.5	*	42.5	39.5	34.7	Met Target
Black or African American	*	*	*	32.8	37.3	*	34.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	121	100.0	59.5	74.3	82.3	59.5	49.2	Met Target
American Indian or Alaska Native	N	N	N	65.2	52.7	N	**	**
Two or More Races	*	*	*	61.5	63.4	*	**	**
Female	314	99.4	52.2	54.1	64.5	52.2		
Male	327	98.8	38.5	41.9	49.4	38.5		
Economically Disadvantaged Students	546	99.6	44.1	43.6	38.5	44.1	35.4	Met Target
Non-Economically Disadvantaged Students	95	96.3	51.5	60.5	67.5	51.5		
Students with Disabilities	105	98.2	15.3	14.2	21.6	15.3	16.2	Met Target†
Students without Disabilities	536	99.3	51.1	54.1	63.9	51.1		
English Learners	78	100.0	*	15.1	27.3	*	9.5	Met Target†
Non-English Learners	563	99.0	*	51.3	59.4	*		
Homeless Students	11	100.0	36.4	32.3	27.7	36.4		
Students In Foster Care	*	*	*	19.1	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	N	30.1	N		

† Target was met within a confidence interval.

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

This table shows participation and performance on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment by grade level exam. This table shows 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	218	743	748	754	5%	21%	34%	36%	5%	41%	56%
White	*	*	753	761	*	*	*	*	*	*	66%
Hispanic	136	740	746	742	*	21%	36%	*	*	37%	42%
Black or African American	*	*	735	737	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	39	757	773	779	0%	*	31%	*	*	62%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	108	746	*	761	*	21%	32%	*	*	44%	64%
Male	110	740	*	748	*	20%	35%	*	*	37%	48%
Economically Disadvantaged Students	186	741	744	739	*	*	34%	*	*	39%	37%
Non-Economically Disadvantaged Students	32	753	760	764	*	*	34%	*	*	53%	68%
Students with Disabilities	33	717	712	723	*	55%	*	*	*	12%	18%
Students without Disabilities	185	748	754	760	*	15%	*	*	*	46%	63%
English Learners	22	727	724	712	*	*	*	*	*	23%	*
Non-English Learners	196	745	750	755	*	*	*	*	*	43%	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 7

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	745	752	760	16%	11%	21%	37%	15%	52%	63%
White	*	*	759	768	*	*	*	*	*	*	72%
Hispanic	127	741	748	746	19%	13%	21%	34%	13%	46%	49%
Black or African American	24	739	738	740	*	*	*	*	*	50%	42%
Asian, Native Hawaiian, or Pacific Islander	29	756	781	790	*	*	*	*	*	66%	87%
American Indian or Alaska Native	N	N	*	756	N	N	N	N	N	N	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	93	754	760	769	*	*	24%	44%	17%	61%	72%
Male	106	737	745	752	*	*	19%	31%	12%	43%	54%
Economically Disadvantaged Students	170	745	748	742	*	*	*	*	*	52%	44%
Non-Economically Disadvantaged Students	29	747	765	771	*	*	*	*	*	52%	73%
Students with Disabilities	42	704	712	721	52%	*	24%	*	*	10%	22%
Students without Disabilities	157	756	760	768	6%	*	20%	*	*	63%	71%
English Learners	17	699	709	705	*	*	*	*	*	*	11%
Non-English Learners	182	749	756	762	*	*	*	*	*	*	64%
Homeless Students	*	*	732	729	*	*	*	*	*	*	32%
Students in Foster Care	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	237	743	750	759	13%	16%	28%	36%	7%	43%	60%
White	29	760	758	767	*	*	*	*	*	59%	70%
Hispanic	134	735	745	744	19%	16%	31%	*	*	35%	45%
Black or African American	*	*	738	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	54	752	772	789	*	22%	19%	*	*	56%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	122	749	*	768	11%	11%	26%	*	*	51%	69%
Male	115	737	*	751	14%	22%	30%	*	*	35%	52%
Economically Disadvantaged Students	196	742	747	740	*	*	29%	*	*	42%	42%
Non-Economically Disadvantaged Students	41	749	760	769	*	*	24%	*	*	49%	71%
Students with Disabilities	31	721	712	719	*	32%	*	*	*	29%	19%
Students without Disabilities	206	747	756	766	*	14%	*	*	*	45%	68%
English Learners	39	699	706	703	*	*	*	*	*	*	*
Non-English Learners	198	752	753	761	*	*	*	*	*	*	*
Homeless Students	*	*	731	727	*	*	*	*	*	*	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	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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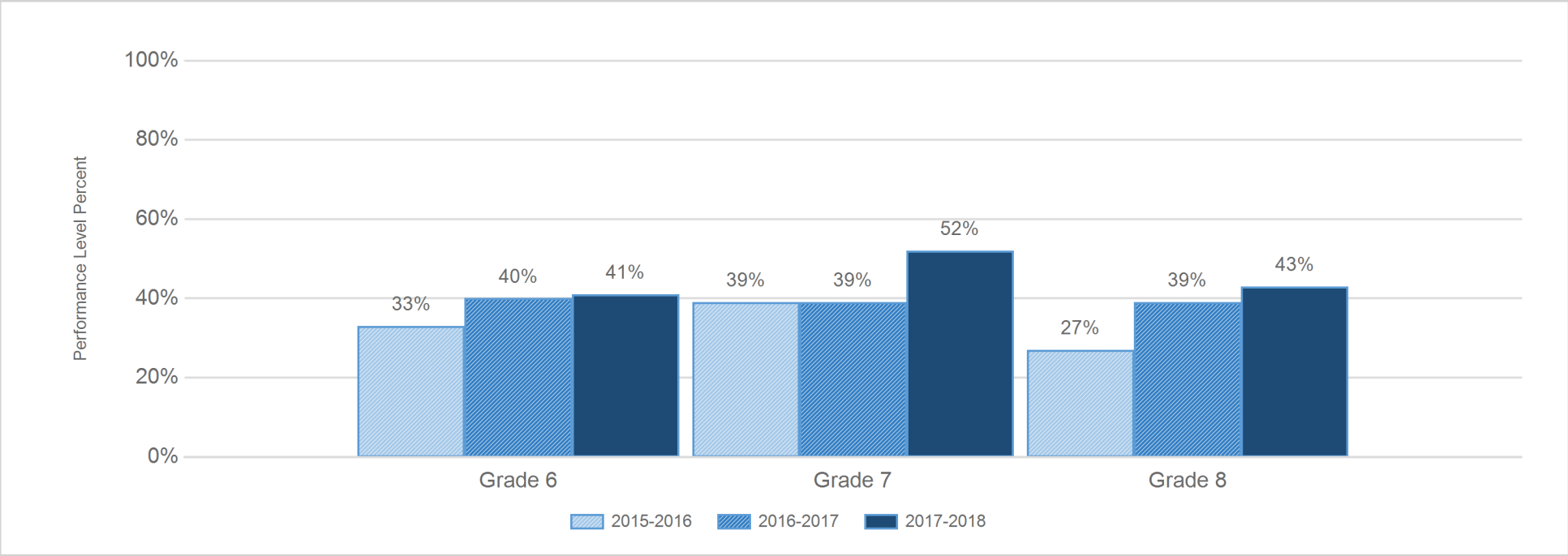
English Language Arts/Literacy Assessment - Performance Trends

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	668	99.0	30.8	34.1	45.0	30.8	28.6	Met Target
White	68	97.3	35.3	45.2	54.1	35.3	33	Met Target
Hispanic	412	99.1	23.0	28.5	29.2	23.0	23.4	Met Target†
Black or African American	*	*	*	17.8	23.4	*	20.5	Met Target
Asian, Native Hawaiian, or Pacific Islander	122	100.0	58.2	64.9	77.0	58.2	45.5	Met Target
American Indian or Alaska Native	N	N	N	50.0	42.5	N	**	**
Two or More Races	*	*	*	52.3	53.0	*	**	**
Female	325	99.4	28.0	35.7	46.0	28.0		
Male	343	98.6	33.5	32.7	43.9	33.5		
Economically Disadvantaged Students	559	99.7	30.6	30.2	26.6	30.6	27	Met Target
Non-Economically Disadvantaged Students	109	96.4	32.2	45.9	55.9	32.2		
Students with Disabilities	105	98.2	*	*	17.1	*	10.7	Met Target†
Students without Disabilities	563	99.2	*	*	50.5	*		
English Learners	105	100.0	11.4	16.6	24.6	11.4	20	Not Met
Non-English Learners	563	98.8	34.4	36.2	46.9	34.4		
Homeless Students	12	100.0	16.7	17.7	17.3	16.7		
Students In Foster Care	*	*	*	*	16.2	*		
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	238	730	735	744	14%	31%	29%	*	*	26%	44%
White	*	*	744	751	*	*	*	*	*	*	54%
Hispanic	152	726	732	731	15%	36%	31%	*	*	18%	27%
Black or African American	23	727	720	726	*	*	*	*	*	17%	21%
Asian, Native Hawaiian, or Pacific Islander	40	748	764	771	*	*	*	58%	0%	58%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	118	728	*	745	14%	31%	36%	*	*	19%	45%
Male	120	732	*	742	13%	31%	23%	*	*	33%	42%
Economically Disadvantaged Students	194	730	732	729	*	31%	*	*	*	25%	24%
Non-Economically Disadvantaged Students	44	728	743	753	*	27%	*	*	*	32%	56%
Students with Disabilities	33	712	707	717	*	*	*	*	*	*	13%
Students without Disabilities	205	733	740	748	*	*	*	*	*	*	49%
English Learners	42	717	720	713	26%	45%	*	*	*	17%	11%
Non-English Learners	196	733	737	745	11%	28%	*	*	*	28%	45%
Homeless Students	*	*	726	718	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN L. WILLIAMS SCHOOL
(17-2390-155)
Grades Offered: 06-08
2017-2018

Report Key:
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N No Data is available to display
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	211	734	735	743	14%	27%	28%	*	*	32%	43%
White	*	*	743	750	*	*	*	*	*	*	54%
Hispanic	135	730	732	732	14%	32%	29%	*	*	25%	27%
Black or African American	24	726	722	727	*	*	*	*	*	29%	21%
Asian, Native Hawaiian, or Pacific Islander	30	752	760	767	*	*	*	*	*	57%	75%
American Indian or Alaska Native	N	N	*	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	99	734	737	745	12%	24%	35%	*	*	28%	45%
Male	112	734	734	741	15%	29%	21%	*	*	35%	42%
Economically Disadvantaged Students	175	735	733	730	*	26%	*	*	*	33%	24%
Non-Economically Disadvantaged Students	36	729	743	751	*	28%	*	*	*	28%	55%
Students with Disabilities	42	703	706	717	*	*	*	*	*	*	12%
Students without Disabilities	169	742	741	748	*	*	*	*	*	*	50%
English Learners	28	716	715	716	*	*	*	*	*	*	10%
Non-English Learners	183	737	738	744	*	*	*	*	*	*	45%
Homeless Students	*	*	720	720	*	*	*	*	*	*	14%
Students in Foster Care	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%

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2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	185	721	712	728	26%	22%	34%	18%	0%	18%	28%
White	19	734	723	736	*	*	63%	*	*	11%	36%
Hispanic	124	716	714	722	34%	20%	31%	15%	0%	15%	22%
Black or African American	*	*	702	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	28	739	*	747	*	*	*	43%	0%	43%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	*	729	*	*	*	*	*	*	28%
Female	94	721	714	731	30%	18%	35%	17%	0%	17%	31%
Male	91	721	710	725	23%	25%	33%	19%	0%	19%	26%
Economically Disadvantaged Students	148	723	712	719	24%	*	34%	*	*	20%	20%
Non-Economically Disadvantaged Students	37	714	712	735	35%	*	32%	*	*	11%	35%
Students with Disabilities	30	716	696	705	*	37%	*	*	*	13%	*
Students without Disabilities	155	723	717	735	*	19%	*	*	*	19%	*
English Learners	53	698	701	705	*	*	*	*	*	*	10%
Non-English Learners	132	731	714	729	*	*	*	*	*	*	29%
Homeless Students	*	*	704	708	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	708	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	734	N	N	N	N	N	N	31%
Migrant Students	N	N	N	703	N	N	N	N	N	N	10%

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Mathematics Assessment - Performance by Test: Algebra I

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	68	765	732	746	0%	0%	31%	*	*	69%	46%
White	*	*	743	755	*	*	*	*	*	*	57%
Hispanic	25	761	725	730	0%	0%	*	*	*	64%	27%
Black or African American	*	*	720	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	27	765	759	779	0%	0%	*	*	*	74%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	37	766	734	748	0%	0%	30%	*	*	70%	48%
Male	31	763	730	745	0%	0%	32%	*	*	68%	44%
Economically Disadvantaged Students	52	766	729	729	0%	0%	*	*	*	71%	25%
Non-Economically Disadvantaged Students	16	763	739	756	0%	0%	*	*	*	63%	57%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	752	*	*	*	*	*	*	52%
English Learners	*	*	705	710	*	*	*	*	*	*	*
Non-English Learners	*	*	736	749	*	*	*	*	*	*	*
Homeless Students	*	*	716	718	*	*	*	*	*	*	16%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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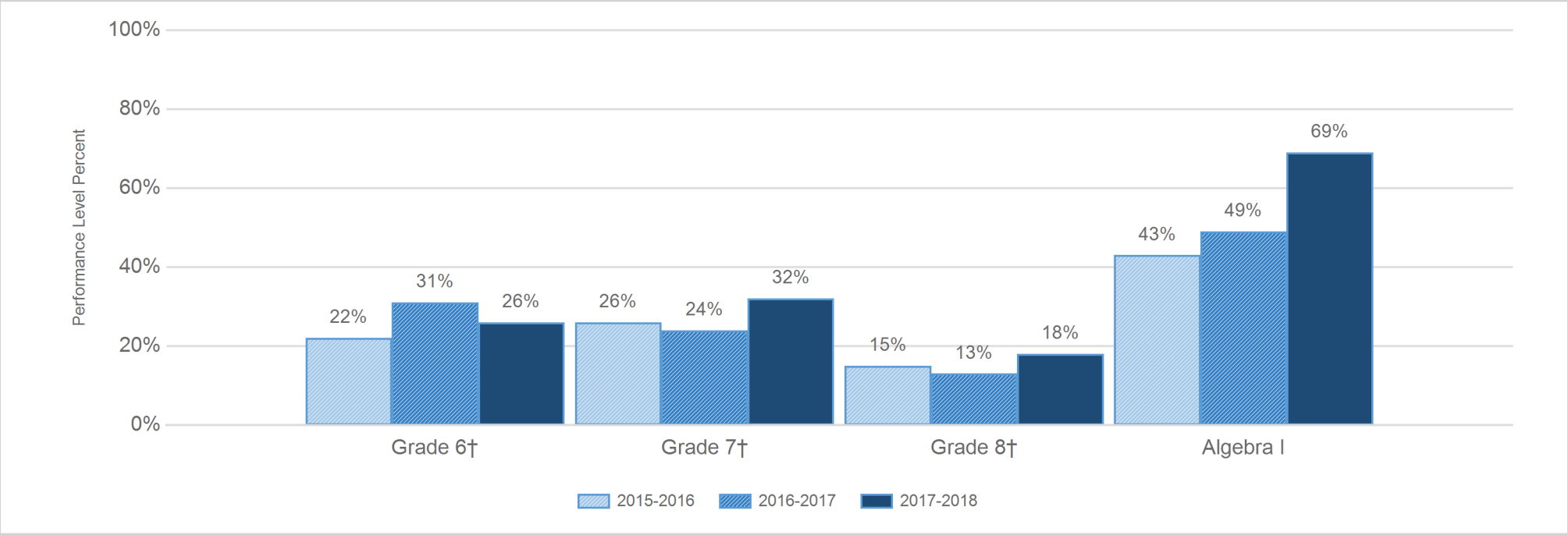
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	N	N
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	28.2%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of English learner students taking the ACCESS for ELLs 2.0 Assessment for English language proficiency and the percentage of students tested that received an overall score of 4.5 or above. Students must receive a score of 4.5 or higher to be considered for proficient status.

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	183	*	*
3-4	99	*	*
5 or more	31	*	*

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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grade 5, grade 8, and grade 11 were administered the NJSLA-Science field test in 2017-18.

NJASK Science Assessment Information

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

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Information about New Jersey Student Learning Standards can be found on the NJDOE website.

Mathematics - Course Participation

This table shows the number of students who were enrolled in Mathematics courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	245
7	0	0	288
8	71	0	264
Total	71	0	797

World Languages - Course Participation

This table shows the number of students who were enrolled in World Languages courses by grade and language. Students are counted more than once if they were enrolled in courses across multiple languages.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
6	0	0	0	0	0	0	239
7	0	0	0	0	0	0	187
8	0	0	0	0	0	0	217
Total	0	0	0	0	0	0	643

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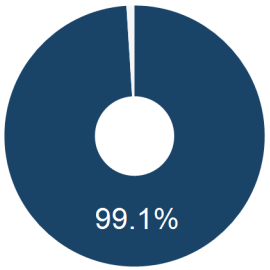
Visual and Performing Arts – Course Participation

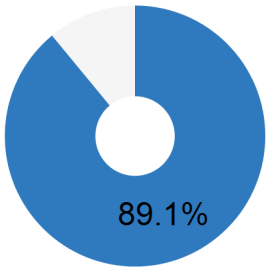
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

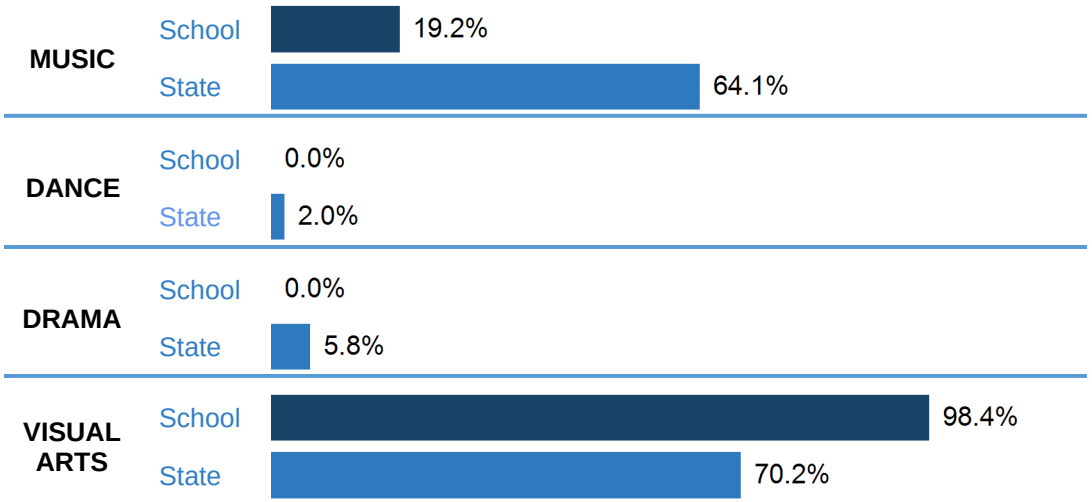


School



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.

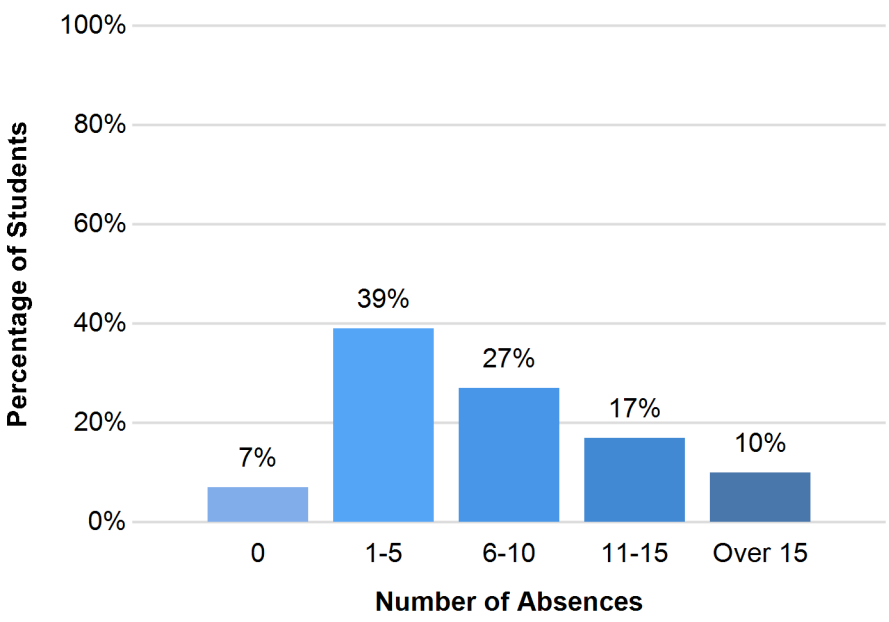
Chronic Absenteeism

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	58	6.3	9.5	Met
White	*	*	9.5	Met
Hispanic	41	6.6	9.5	Met
Black or African American	10	11.1	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	0.8	9.5	Met
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	50	6.7	9.5	Met
Students with Disabilities	23	15.6	9.5	Not Met
English Learners	15	5.0	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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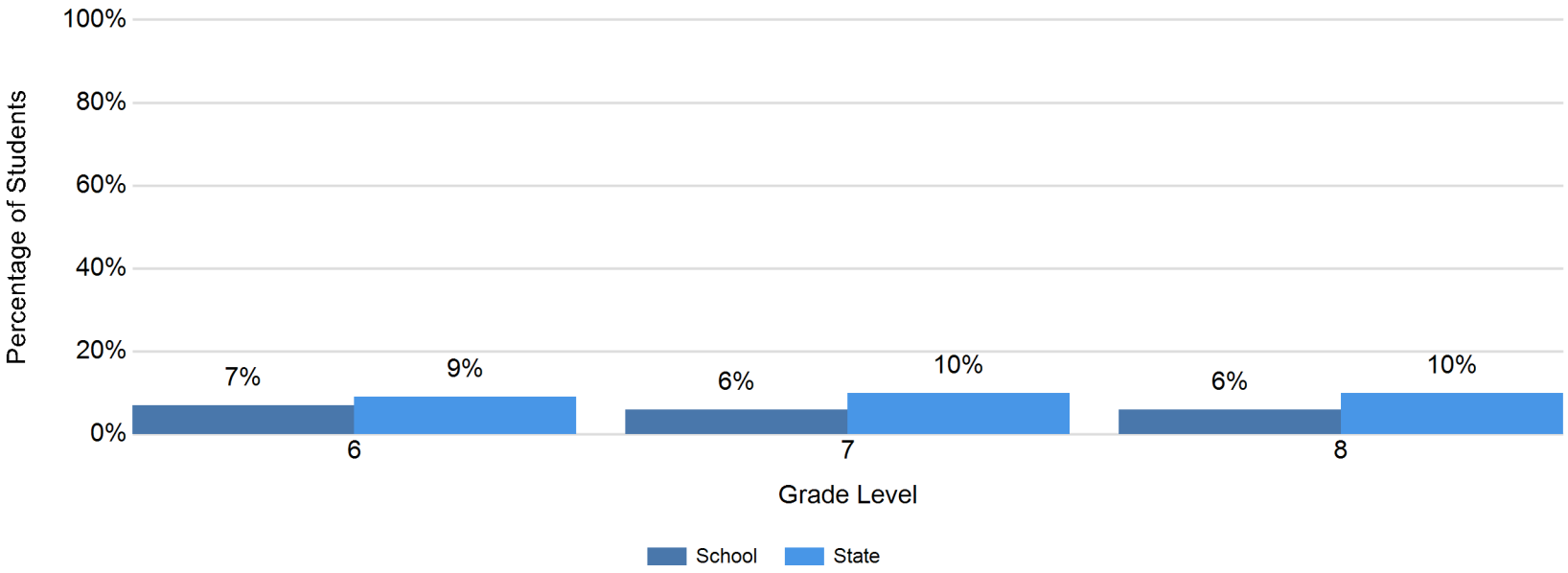
Chronic Absenteeism by Grade

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	3
Weapons	0
Vandalism	0
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	6
Incidents Per 100 Students Enrolled	0.64

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	3
Weapons	0
Vandalism	0
Substances	1
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	1

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
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	*	*
Any Suspension	*	*
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions
30

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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	2:45 PM
Length of School Day	6 Hrs 15 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	1.9:1

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)	$1,067	$17,499	$18,566

NJ SCHOOL PERFORMANCE REPORT

FRANKLIN L. WILLIAMS SCHOOL
(17-2390-155)
Grades Offered: 06-08
2017-2018

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

Teachers – Experience

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

Category	Teachers in School	Teachers in State
Total Number of teachers	70	117,464
Average years experience in public schools	15.2	12.0
Average years experience in district	15.2	10.7
Teachers in district for 4 or more years	92.9%	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	133	9,374
Average years experience in public schools	21.0	16.0
Average years experience in district	20.8	12.0
Administrators in district for 4 or more years	97.0%	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	13:1	12:1
Students to Administrators	468:1	218:1
Teachers to Administrators	35:1	18:1
Students to Librarians/Media Specialists		1527:1
Students to Nurses		558:1
Students to Counselors		427:1
Students to Child Study Team		209:1

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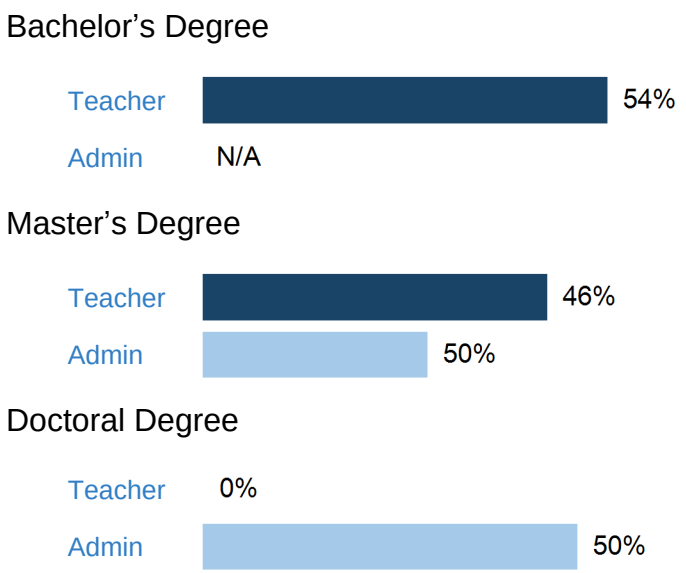
Teachers and Administrators - Level of Education

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	92.6%	90.2%
2016-17 Administrators: Same district 2017-18	84.9%	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	96.1%

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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	52.9%	100.0%
Male	47.1%	0.0%
White	57.1%	100.0%
Hispanic	30.0%	0.0%
Black or African American	10.0%	0.0%
Asian	1.4%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.4%	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	23.22	15.0%
Mathematics Proficiency	16.65	15.0%
English Language Arts Growth	70.20	20.0%
Mathematics Growth	35.07	20.0%
Progress Towards English Language Proficiency	5.74	20.0%
Chronic Absenteeism	60.97	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	34.28	n/a
Summative Rating: Percentile Rank of Summative Score	25.06	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	Met Standard	Not Met	Met	No
White	45.67	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Hispanic	46.19	14.08	No	Met Target	Met Target†	Met Standard	Met Standard	n/a	Met	No
Black or African American	57.53	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	32.11	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	67.20	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	35.08	14.08	No	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
English Learners	33.94	14.08	No	Met Target†	Not Met	Exceeds Standard	Met Standard	Met 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:	• Course offerings at MS7 include HOPE classes, General Ed, Tiered ESL and Bilingual Spanish Classes, challenging yet supportive Special Education classes. • MS7 boasts an impressive line up of STEM/STEAM activities and programs that run throughout the year, including science fair, environmental action projects, ATC exibits and stage performances. • Students and staff loop together for 3 years. Award winning programs such as GEMS, CIA and others are specifically designed to enhance the social, emotional development of our middle school students.
Mission, Vision, Theme:	At MS7, we believe that success happens when teachers, administrators and the community work together to address the needs of the whole child. This deep commitment radiates within our school culture as students learn to care deeply about each other and their world. We are the MS7 SHARKS and our motto is to: Strive for Success, Have high Expectations for all Students, Act Responsibly, Respect Diversity, Keep Learning, Serve our Community.
Awards, Recognition, Accomplishments:	Honeywell Grant Recipient for Science Department, District Science Fair Winner, GEMS-National Character Education Program award winner, Jersey City Youth Grant Recipient, Multiple Art Contest Winners, NJ Audobon and Honeywell Grant Recipients, JC Parks Coalition donation recipients, Donors Choose Programs receipient, Little Kids Rock partnership allowing students to perform with Lady Gaga, Bruce Springsteen, Green Day, Alice Cooper, Jan Jett, Santana among others

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Courses, Curriculum, Instruction:	Courses at MS7 are designed with the mission to address the needs of every student. We offer challenging HOPE courses for the advanced students, Rigorous General Education courses, Tiered ESL and Bilingual Spanish classes and supportive, yet challenging classes for our special needs students. We offer curriculums from three different programs: the general JCPS curriculum offerings, Springboard Curriculum and Summit Learning Platforms. Students and teachers loop together 6th, 7th and 8th grade. Looping provides the opportunity to build the trusting partnership triad between students, parents and school faculty, thus ensuring the highest levels of individual and collective success possible.
Clubs and Activities:	While academics are a priority, we believe in supporting our students to be well rounded, global citizens. We offer a variety of clubs and activities that promote leadership, environmental consciousness, art and music appreciation and a love of science. Curretly we offer National Junior Honor Society, Student Council, Robotics, Environmental Club, Artistically Talented Club, Yearbook, GEMS (Girls Empowering Minds and Spirits) and CIA (Caballeros in Action) the Instrumental Band and Choir.

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Before and After School Programs:	In addition to the clubs and activities previously listed, MS7 also hosts academic programs outside of regular school hours. 7th grade students are offered a PSAT prep course to help prepare for the PSAT that is administered annually in October of their 8th grade year. The majority of our 8th grade students are administered the PSAT each year. Extended day academic programs are offered throughout the year to help provide additional support in Language Arts and Math class. Our Extended Year program is run in the summer, at the conclusion of the regular school year. This program offers an opportunity to review concepts from the previous grade curriculum and preview the expectations and content of the following grade level curriculum.
Staff and Professional Learning:	We believe that optimal learning occurs when the teachers are well trained in their craft. Ongoing professional growth is promoted via our Professional Learning Communities (PLC's.) PLC's are implemented at MS7 weekly to discuss student progress, review data, share resources and refine our teaching practices. There are multiple days built into each school year calendar for teacher inservice that are provided by the district to allow time to train teachers on new initiatives and programs.

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Student Supports and Services:	As the middle school bilingual hub of Jersey City Public Schools, the MS7 student body is as varied and diverse as Jersey City itself. We offer a complete transitional bilingual (Spanish) program in all academic content areas. Our English as a Second Language (ESL) department services students from all around the world. Our students are provided support based on their individual needs to develop their proficiency in reading, writing, listening and speaking. Our staff can communicate with students and parents in 13 languages. Each year our ESL department hosts the International Mother Language Day and Multicultural day that celebrates the linguistic and cutural diversity of our students. We offer a spectrum of academic settings for our students with special needs. We collaborate with outside resources such as the Jersey City Police Department, Jersey City Medical Center and Special Olympics to support our students' social and emotional needs.
Student Health and Wellness:	MS7 has a full service kitchen and offers hot breakfast and lunch daily to students including early dismissal days. Students take physical education class twice a week and outdoor recess is offered daily, weather permitting, in our expansive ball field and outdoor space. The MS7 guidance department offers emotional wellness programs with the GEMS and CIA programs that offer a holistic approach to motivating and empowering young ladies and gentlemen. Counselors also offer the Lunch Bunch social program that promotes social skills development and greatly impacts their academic progress.
Parent and Community Involvement:	Annual events, such as My Favorite Guy, My Favorite Gal allow our students to bring their parent or guardian to school to share special bonding activities. A Career Night is held annually and allows parents and students to attend and learn about various careers that student's may want to pursue. Parent Council meets regularly and runs multiple events throughout the year. National Junior Honor Society promotes multiple community-centered events throughout the year including Keep Jersey Beautiful initiative, Holiday Toy Drive/Giving Tree projects and Read Across America. The staff and students participate in various charity events such as Copa Maribel, where students fundraise to help local families who are dealing with cancer. During the holidays, we partner with Jersey City Police Dept. and PACO (a community organization) to help feed needy Jersey City families. We also host annual programs for Veteran's and Memorial Day rememberances.

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Facilities:	MS 7 School campus opened in September 2007 and is located in the Heights section of Jersey City. The campus provides large open spaces including several basketball courts, a softball field and plenty of room for our students to participate in outdoor activities. MS 7 is a modern state of the art climate controlled facility. The main building boasts a spacious gymnasium, auxiliary gym that serves as a boxing facility for students across the city, a 540 capacity auditorium, and 2 music rooms with practice rooms. The rest of the facility features 3 floors of spacious rooms, a Library/Media Center, 2 art studios, 4 science labs, and a fully equipped life-skills room. MS7 has building wide WIFI, with several technology options that include laptop carts, Chromebooks, I-Pads and desktops in all classrooms. The majority of our classrooms have an interactive whiteboard option.
School Safety:	MS7 has an in-house behavior management system that rewards positive behavior and promotes socially healthy habits by providing opportunities for students to compete to earn prizes both collectively as a homeroom, and individually. This character-building point system is broadcast daily with real time point accummulations posted for students to monitor.

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Technology and STEM:	MS7 is technologically competititve with building wide WIFI capabilities that utilize laptops, chromebooks, I-Pads and desktops in all classrooms. Smart Boards, Promethean Boards or Epson Projectors are available in 95% of the classrooms. We boast an exemplary STEAM program that includes the "Honeywell Project" that challenges students to focus on renewable energy and grounds beautification. Tackling a real-life ground erosion problem, the students collaboratively create projects that synthesize the content learned in the classroom/lab to real life application. The MS7 Robotics team also competes annually to design and build a functioning robot to complete "Coded" tasks.

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Other Information:	MS7 adheres to the Jersey City Public School mandated uniform policy. Our school mascot is the Shark and each collared uniform shirt is embroidered with our school logo. Each grade level wears a specific color of either navy blue, maroon or grey collared shirt along with khaki or black pants. Gym uniforms of sweatpants and tee shirts follow the same general guidelines. Uniforms are available for students to purchase at our official school store, The Shark Shack.