NJ SCHOOL PERFORMANCE REPORT

MIDDLE SCHOOL # 4
(17-2390-105)
Grades Offered: 06-08
2017-2018

Report Key:
***** Data is not displayed in order to protect student privacy
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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	HUDSON
District	JERSEY CITY
Principal Name	MS. VELOZ
Address	107 BRIGHT STREET JERSEY CITY, NJ 07302
Phone Number	(201)946-5740
Email Address	JVELOZ@JCBOE.ORG
Website	https://sites.google.com/jcboe.org/frank-r-conwell-ms4/home?authuser=0

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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	257	246	251
7	286	278	235
8	265	282	275
Total	808	806	761

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	51.5%	51.0%	51.6%
Male	48.5%	49.0%	48.4%
Economically Disadvantaged Students	67.5%	70.0%	65.8%
Students with Disabilities	12.3%	12.8%	11.8%
English Learners	0.2%	0.0%	0.1%
Homeless Students		0.7%	1.1%
Students in Foster Care		0.9%	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	10.0%	10.2%	11.0%
Hispanic	37.5%	38.2%	37.3%
Black or African American	31.4%	30.6%	29.3%
Asian	20.4%	19.7%	20.0%
Native Hawaiian or Pacific Islander	0.1%	0.5%	1.1%
American Indian or Alaska Native	0.0%	0.1%	0.1%
Two or More Races	0.5%	0.6%	1.2%

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	51.2%
Spanish	23.1%
Arabic	5.9%
Gujarati	3.4%
English, Old (ca.450-1100)	2.9%
Other Languages	13.4%

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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	53	50	Met Standard	51	52	50	Met Standard
White	58	59	50	Met Standard	69	59	51	Exceeds Standard
Hispanic	46	52	49	Met Standard	44	50	48	Met Standard
Black or African American	47	46	44	Met Standard	39	44	44	Not Met
Asian, Native Hawaiian, or Pacific Islander	65	61	61	Exceeds Standard	62	63	61	Exceeds Standard
American Indian or Alaska Native	*	75	52	**	*	*	53	**
Two or More Races	*	52	49	**	*	59	51	**
Economically Disadvantaged	48	52	48	Met Standard	48	50	47	Met Standard
Students with Disabilities	35	42	41	Not Met	29	41	43	Not Met
English Learners	64	63.5	54	**	71	58	51	**

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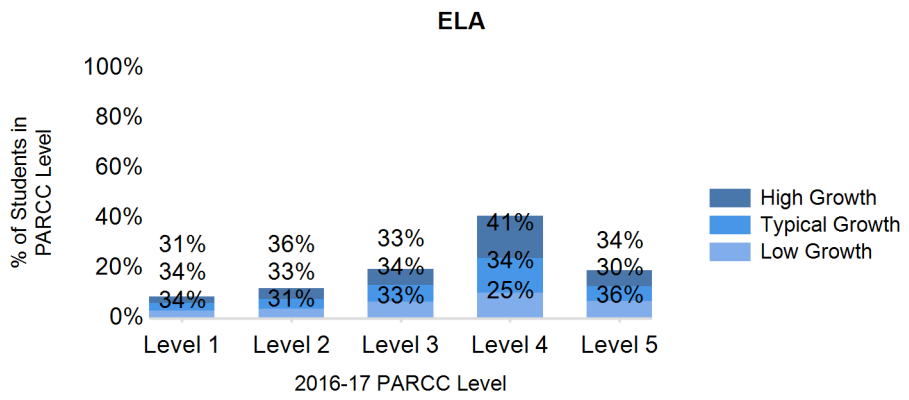
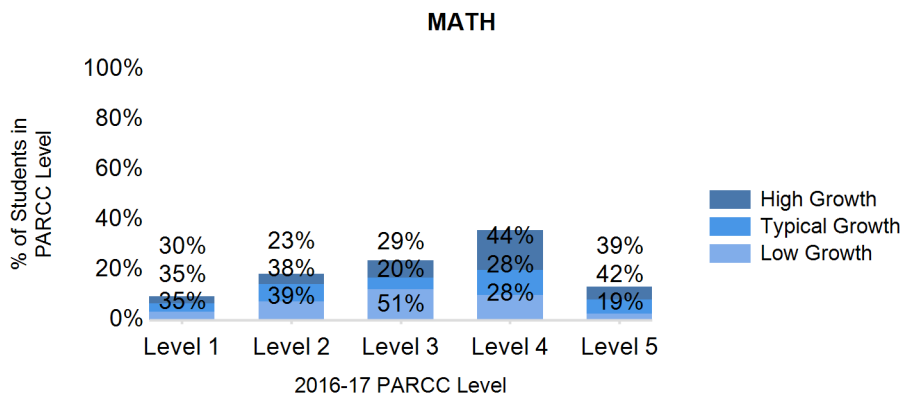
Student Growth by Performance Level

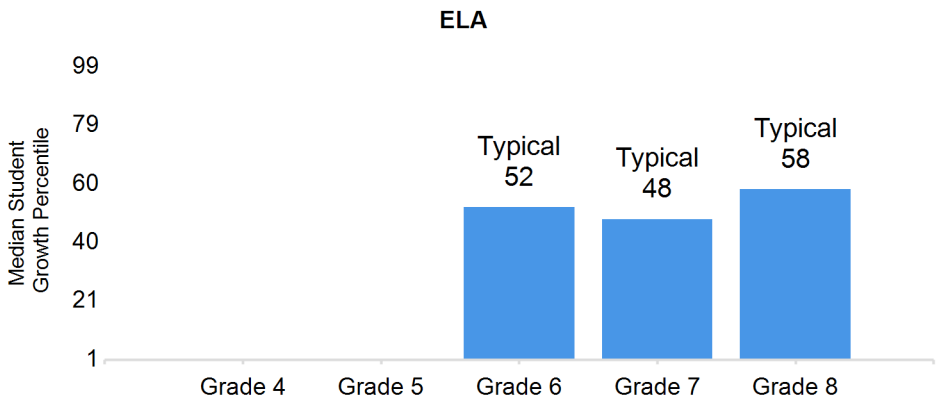
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

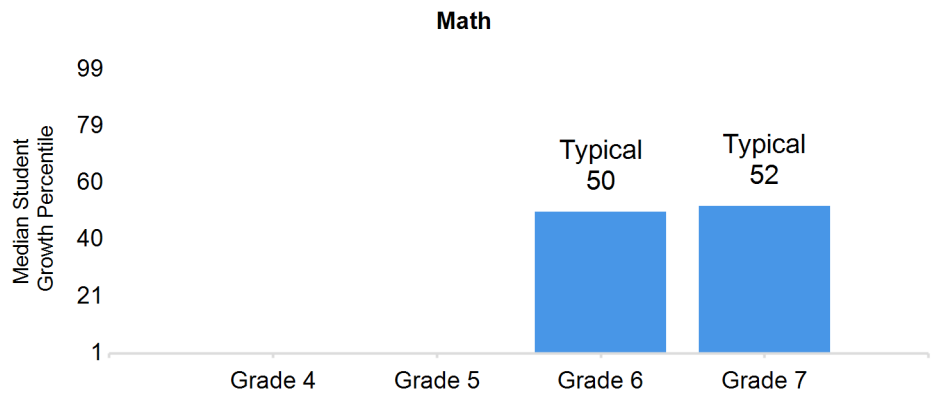




Student Growth by Grade

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	761	96.6	61.1	47.8	56.7	61.1	50.3	Met Target
White	82	98.8	81.7	55.3	65.6	81.7	74	Met Goal
Hispanic	292	97.4	50.7	*	42.5	50.7	38.2	Met Target
Black or African American	213	93.2	42.2	32.8	37.3	41.5	34.8	Met Target
Asian, Native Hawaiian, or Pacific Islander	162	98.8	92.6	74.3	82.3	92.6	80	Met Goal
American Indian or Alaska Native	*	*	*	65.2	52.7	*	**	**
Two or More Races	*	*	*	61.5	63.4	*	**	**
Female	389	96.8	68.9	54.1	64.5	68.9		
Male	372	96.4	52.9	41.9	49.4	52.9		
Economically Disadvantaged Students	540	95.6	54.0	43.6	38.5	54.0	43	Met Target
Non-Economically Disadvantaged Students	221	99.1	78.3	60.5	67.5	78.3		
Students with Disabilities	94	90.9	13.9	14.2	21.6	13.3	16.3	Met Target†
Students without Disabilities	667	97.5	67.8	54.1	63.9	67.8		
English Learners	22	100.0	13.6	15.1	27.3	13.6	N	N
Non-English Learners	739	96.5	62.5	51.3	59.4	62.5		
Homeless Students	*	*	*	32.3	27.7	*		
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	253	762	748	754	4%	16%	19%	35%	26%	61%	56%
White	*	*	753	761	*	*	*	*	*	*	66%
Hispanic	89	755	746	742	0%	21%	24%	40%	15%	55%	42%
Black or African American	73	737	735	737	*	27%	25%	*	*	37%	35%
Asian, Native Hawaiian, or Pacific Islander	55	794	773	779	*	*	*	29%	62%	91%	83%
American Indian or Alaska Native	N	N	*	751	N	N	N	N	N	N	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	133	771	*	761	*	*	16%	*	*	71%	64%
Male	120	752	*	748	*	*	23%	*	*	51%	48%
Economically Disadvantaged Students	158	749	744	739	*	*	24%	*	*	50%	37%
Non-Economically Disadvantaged Students	95	782	760	764	*	*	11%	*	*	80%	68%
Students with Disabilities	22	713	712	723	*	*	*	*	*	*	18%
Students without Disabilities	231	766	754	760	*	*	*	*	*	*	63%
English Learners	*	*	724	712	*	*	*	*	*	*	*
Non-English Learners	*	*	750	755	*	*	*	*	*	*	*
Homeless Students	*	*	739	729	*	*	*	*	*	*	26%
Students in Foster Care	N	N	*	729	N	N	N	N	N	N	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	228	761	752	760	11%	11%	11%	36%	32%	67%	63%
White	22	778	759	768	*	0%	0%	*	*	95%	72%
Hispanic	90	749	748	746	17%	*	*	39%	19%	58%	49%
Black or African American	56	740	738	740	*	25%	*	21%	21%	43%	42%
Asian, Native Hawaiian, or Pacific Islander	55	793	781	790	0%	*	*	36%	58%	95%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	125	768	760	769	*	*	*	37%	37%	74%	72%
Male	103	752	745	752	*	*	*	34%	25%	59%	54%
Economically Disadvantaged Students	165	755	748	742	*	*	*	38%	25%	63%	44%
Non-Economically Disadvantaged Students	63	777	765	771	*	*	*	30%	48%	78%	73%
Students with Disabilities	28	704	712	721	54%	*	*	*	*	14%	22%
Students without Disabilities	200	769	760	768	5%	*	*	*	*	75%	71%
English Learners	*	*	709	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	756	762	*	*	*	*	*	*	64%
Homeless Students	N	N	732	729	N	N	N	N	N	N	32%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	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	267	755	750	759	10%	17%	15%	37%	20%	58%	60%
White	*	*	758	767	*	*	*	*	*	*	70%
Hispanic	109	743	745	744	10%	28%	19%	32%	10%	42%	45%
Black or African American	80	745	738	739	18%	18%	18%	35%	13%	48%	39%
Asian, Native Hawaiian, or Pacific Islander	50	789	772	789	*	*	*	50%	44%	94%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	130	764	*	768	*	*	17%	39%	25%	64%	69%
Male	137	747	*	751	*	*	12%	36%	16%	52%	52%
Economically Disadvantaged Students	201	750	747	740	*	*	*	36%	16%	52%	42%
Non-Economically Disadvantaged Students	66	773	760	769	*	*	*	41%	33%	74%	71%
Students with Disabilities	24	693	712	719	*	*	*	*	*	*	19%
Students without Disabilities	243	762	756	766	*	*	*	*	*	*	68%
English Learners	*	*	706	703	*	*	*	*	*	*	*
Non-English Learners	*	*	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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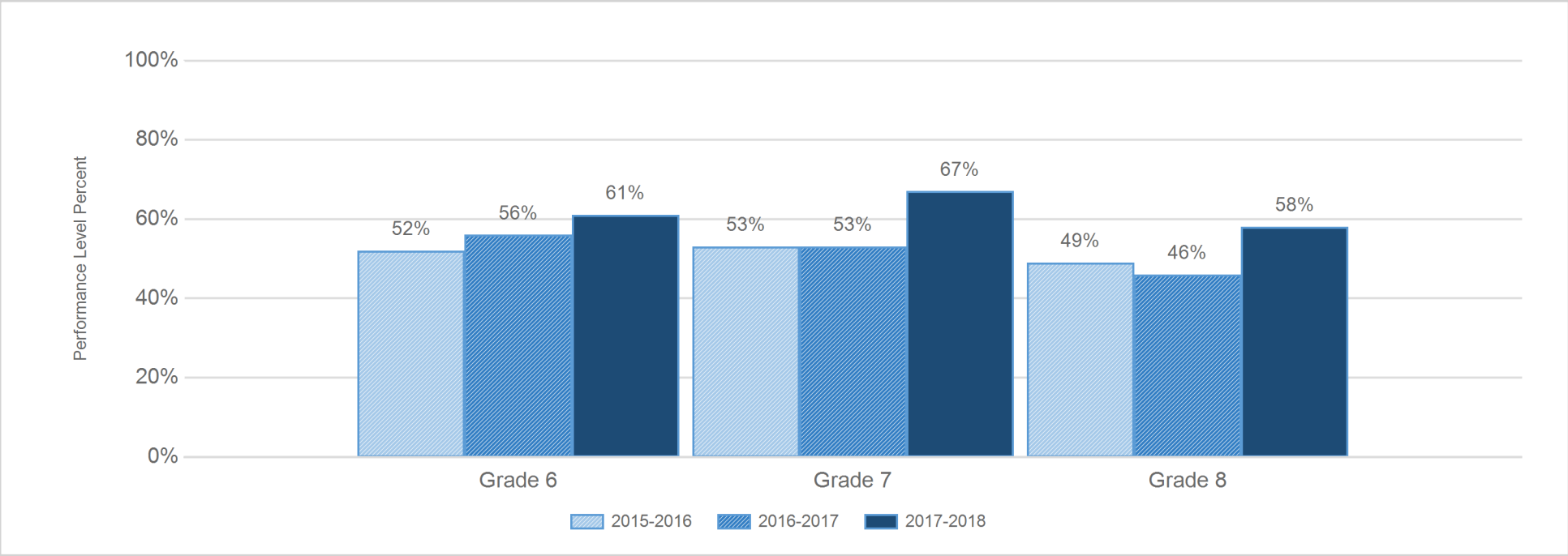
English Language Arts/Literacy Assessment - Performance Trends

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	766	96.7	47.0	34.1	45.0	47.0	44.7	Met Target
White	82	98.8	70.7	45.2	54.1	70.7	69.2	Met Target
Hispanic	297	97.4	33.4	28.5	29.2	33.4	29.6	Met Target
Black or African American	213	93.2	25.8	17.8	23.4	25.4	31.3	Not Met
Asian, Native Hawaiian, or Pacific Islander	162	98.8	84.6	64.9	77.0	84.6	79.6	Met Goal
American Indian or Alaska Native	*	*	*	50.0	42.5	*	**	**
Two or More Races	*	*	*	52.3	53.0	*	**	**
Female	391	96.8	50.1	35.7	46.0	50.1		
Male	375	96.5	43.7	32.7	43.9	43.7		
Economically Disadvantaged Students	542	95.6	38.5	30.2	26.6	38.5	34.6	Met Target
Non-Economically Disadvantaged Students	224	99.1	67.4	45.9	55.9	67.4		
Students with Disabilities	95	91.0	*	*	17.1	*	14.5	Not Met
Students without Disabilities	671	97.6	*	*	50.5	*		
English Learners	27	100.0	11.1	16.6	24.6	11.1	N	N
Non-English Learners	739	96.5	48.3	36.2	46.9	48.3		
Homeless Students	*	*	*	17.7	17.3	*		
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	256	745	735	744	12%	27%	15%	27%	19%	46%	44%
White	*	*	744	751	*	*	*	*	*	*	54%
Hispanic	91	736	732	731	12%	32%	21%	*	*	35%	27%
Black or African American	74	719	720	726	23%	49%	14%	*	*	15%	21%
Asian, Native Hawaiian, or Pacific Islander	55	780	764	771	*	*	*	40%	45%	85%	78%
American Indian or Alaska Native	N	N	*	744	N	N	N	N	N	N	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	136	750	*	745	9%	26%	15%	28%	23%	51%	45%
Male	120	739	*	742	16%	29%	15%	26%	14%	40%	42%
Economically Disadvantaged Students	159	733	732	729	*	35%	*	22%	10%	32%	24%
Non-Economically Disadvantaged Students	97	765	743	753	*	14%	*	35%	33%	68%	56%
Students with Disabilities	22	700	707	717	*	*	*	*	*	*	13%
Students without Disabilities	234	749	740	748	*	*	*	*	*	*	49%
English Learners	10	709	720	713	*	*	*	*	*	10%	11%
Non-English Learners	246	746	737	745	*	*	*	*	*	47%	45%
Homeless Students	*	*	726	718	*	*	*	*	*	*	13%
Students in Foster Care	N	N	*	718	N	N	N	N	N	N	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

MIDDLE SCHOOL # 4
(17-2390-105)
Grades Offered: 06-08
2017-2018

Report Key:
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Mathematics Assessment - Performance by Grade: Grade 7

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	231	744	735	743	11%	23%	20%	31%	15%	46%	43%
White	22	763	743	750	0%	*	*	*	*	73%	54%
Hispanic	93	733	732	732	14%	32%	23%	*	*	31%	27%
Black or African American	56	725	722	727	23%	32%	21%	*	*	23%	21%
Asian, Native Hawaiian, or Pacific Islander	55	771	760	767	0%	*	*	47%	33%	80%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	125	744	737	745	11%	22%	21%	30%	16%	46%	45%
Male	106	744	734	741	11%	24%	19%	33%	13%	46%	42%
Economically Disadvantaged Students	166	739	733	730	*	25%	*	30%	10%	40%	24%
Non-Economically Disadvantaged Students	65	756	743	751	*	17%	*	35%	26%	62%	55%
Students with Disabilities	29	705	706	717	*	*	*	*	*	*	12%
Students without Disabilities	202	749	741	748	*	*	*	*	*	*	50%
English Learners	10	713	715	716	*	*	0%	*	*	10%	10%
Non-English Learners	221	745	738	744	*	*	21%	*	*	48%	45%
Homeless Students	N	N	720	720	N	N	N	N	N	N	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

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(17-2390-105)
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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	122	698	712	728	*	*	*	*	*	*	28%
White	*	*	723	736	*	*	*	*	*	*	36%
Hispanic	71	700	714	722	*	*	*	*	*	*	22%
Black or African American	46	694	702	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	N	N	*	729	N	N	N	N	N	N	28%
Female	53	704	714	731	*	*	*	*	*	*	31%
Male	69	694	710	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	103	698	712	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	19	701	712	735	*	*	*	*	*	*	35%
Students with Disabilities	23	682	696	705	*	*	*	*	*	*	*
Students without Disabilities	99	702	717	735	*	*	*	*	*	*	*
English Learners	*	*	701	705	*	*	*	*	*	*	10%
Non-English Learners	*	*	714	729	*	*	*	*	*	*	29%
Homeless Students	*	*	704	708	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	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	146	788	732	746	*	*	11%	56%	32%	88%	46%
White	*	*	743	755	*	*	*	*	*	*	57%
Hispanic	39	782	725	730	0%	0%	*	*	*	85%	27%
Black or African American	34	779	720	727	0%	0%	*	*	*	82%	23%
Asian, Native Hawaiian, or Pacific Islander	49	798	759	779	*	*	*	49%	43%	92%	79%
American Indian or Alaska Native	N	N	*	746	N	N	N	N	N	N	49%
Two or More Races	*	*	*	755	*	*	*	*	*	*	54%
Female	77	782	734	748	*	*	*	64%	23%	87%	48%
Male	69	794	730	745	*	*	*	48%	41%	88%	44%
Economically Disadvantaged Students	98	785	729	729	*	*	*	*	*	85%	25%
Non-Economically Disadvantaged Students	48	793	739	756	*	*	*	*	*	94%	57%
Students with Disabilities	*	*	701	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	737	752	*	*	*	*	*	*	52%
English Learners	*	*	705	710	*	*	*	*	*	*	*
Non-English Learners	*	*	736	749	*	*	*	*	*	*	*
Homeless Students	N	N	716	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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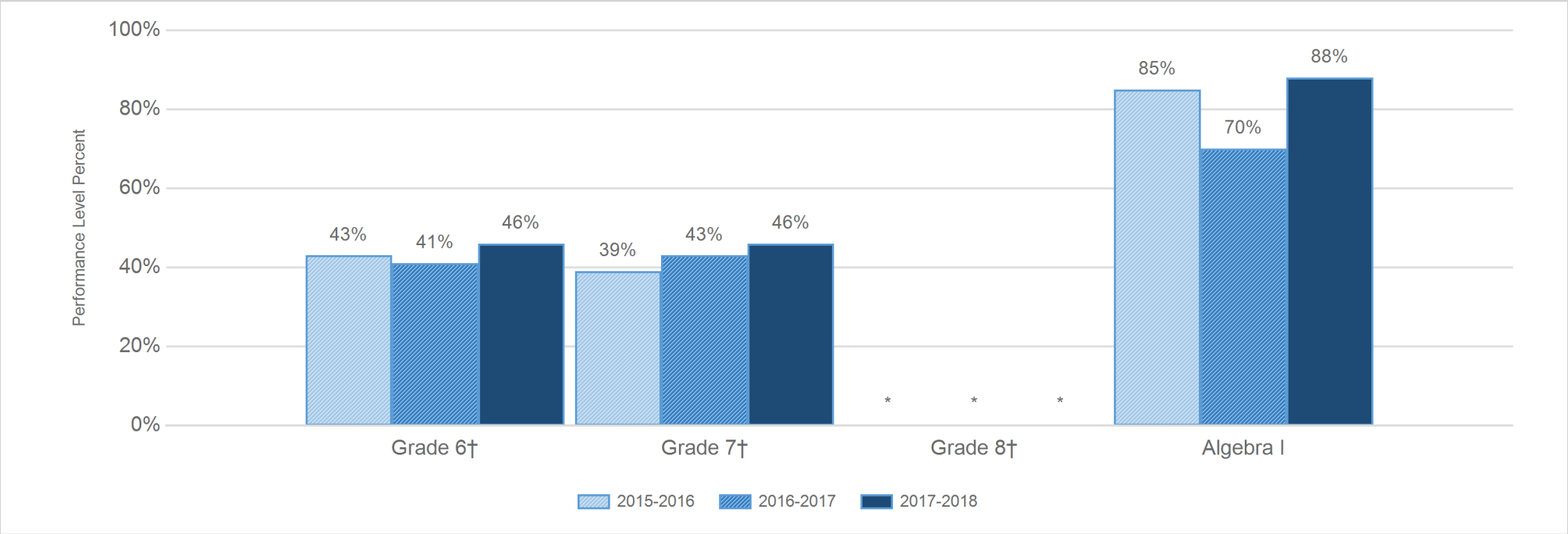
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
6	*	*
7	*	*
8	10	10

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
6	0	0	250
7	0	0	231
8	146	0	125
Total	146	0	606

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	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	N	N	N	N	N	N	N
Total	0	0	0	0	0	0	0

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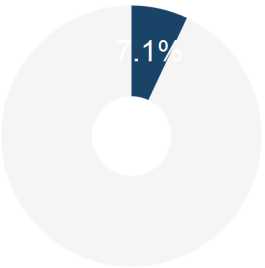
Visual and Performing Arts – Course Participation

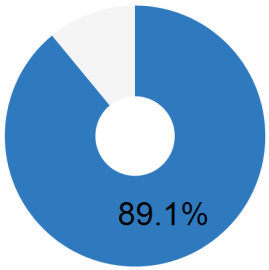
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

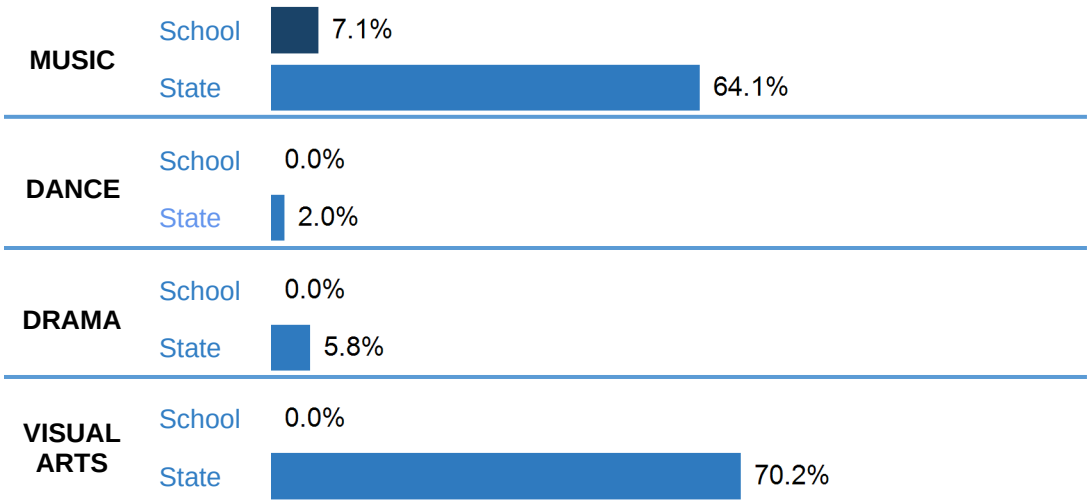


School



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.

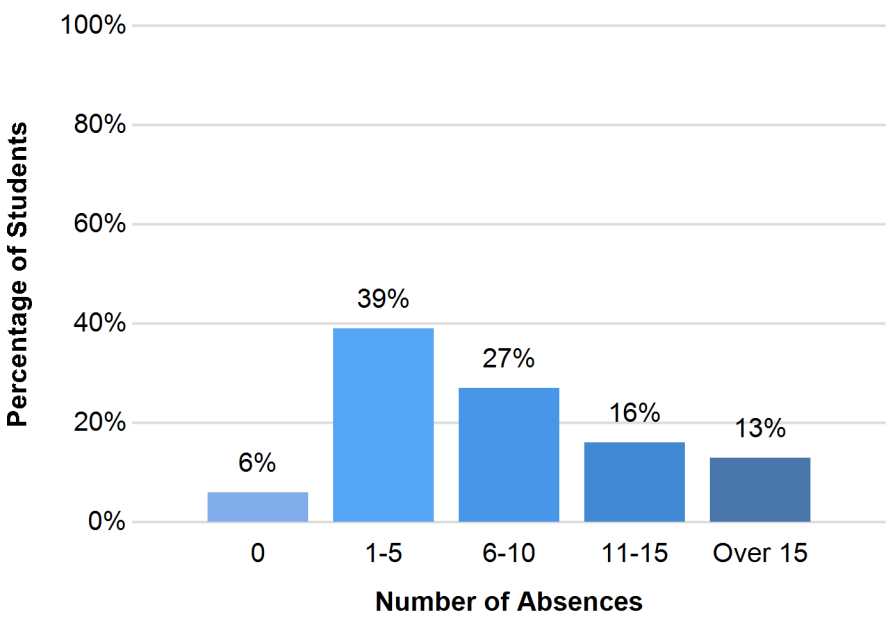
Chronic Absenteeism

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	67	8.8	9.5	Met
White	2	2.4	9.5	Met
Hispanic	33	11.6	9.5	Not Met
Black or African American	30	13.5	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	2	1.3	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	57	11.4	9.5	Not Met
Students with Disabilities	19	20.9	9.5	Not Met
English Learners	*	*	**	**

Days Absent

This graph shows the percentage of K-12 students by the number of days they were absent during the school year.



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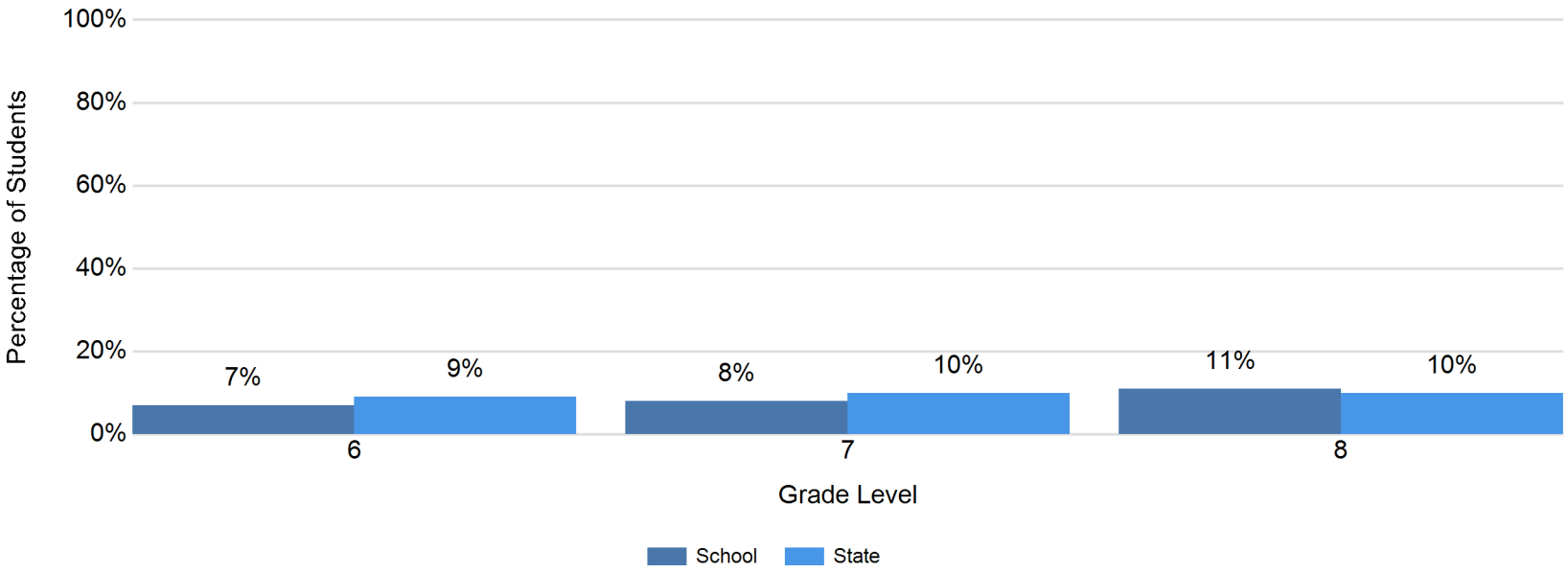
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

This table shows the number of incidents reported by type. A single incident may be counted under multiple incident types. The total unique incidents row provides an unduplicated count of incidents. The last row shows the rate of incidents for every 100 students enrolled.

Incident Type	Number of Incidents
Violence	2
Weapons	1
Vandalism	2
Substances	2
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	8
Incidents Per 100 Students Enrolled	1.05

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	2
Weapons	0
Vandalism	2
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Other Incidents Leading to Removal	0

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Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	1	1
Disability	0	0	0
Other	0	0	0
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	0	0.0%
Out-of-School Suspensions	12	1.6%
Any Suspension	12	1.6%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
53

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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	1.7:1

Per-Pupil Expenditures (District Level)

This table shows the total current expenses for regular and special education students taught within the district's schools. It includes expenditures for instruction, support services, administration, operations and maintenance, extra-curricular activities, and community service. More information about district and charter school spending can be found using districts' User Friendly Budgets, or the NJDOE Finance District Report Search of the Comprehensive Annual Financial Reports (CAFRs) and Auditor's Management Reports (AMRs). NJDOE will be collecting school-level per-pupil expenditures data for the 2018-19 school year, and that data will be included in future reports.

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$1,067	$17,499	$18,566

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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 – 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	53	117,464
Average years experience in public schools	15.1	12.0
Average years experience in district	14.8	10.7
Teachers in district for 4 or more years	96.2%	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	14:1	12:1
Students to Administrators	381:1	218:1
Teachers to Administrators	27:1	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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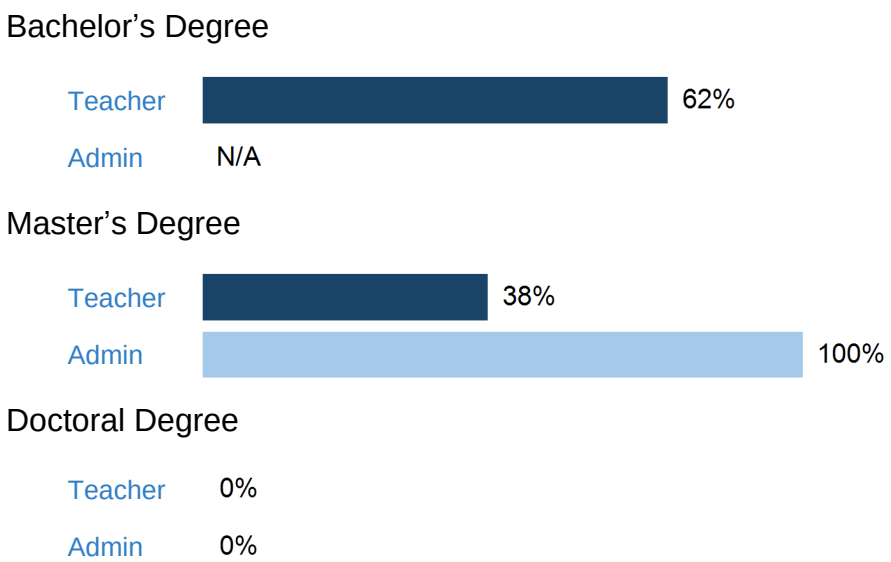
Teachers and Administrators - Level of Education

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	94.6%

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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	54.7%	50.0%
Male	45.3%	50.0%
White	54.7%	0.0%
Hispanic	24.5%	50.0%
Black or African American	13.2%	50.0%
Asian	5.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	1.9%	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	54.98	17.5%
Mathematics Proficiency	44.91	17.5%
English Language Arts Growth	53.14	25.0%
Mathematics Growth	47.89	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	41.31	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	48.93	n/a
Summative Rating: Percentile Rank of Summative Score	47.10	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	**	Met	No
White	85.94	14.08	No	Met Goal	Met Target	Met Standard	Exceeds Standard	n/a	Met	No
Hispanic	43.33	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	50.94	14.08	No	Met Target	Not Met	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	65.90	14.08	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	n/a	Met	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	63.94	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	20.11	14.08	No	Met Target†	Not Met	Not Met	Not Met	n/a	Not Met	No
English Learners	**	**	No	N	N	**	**	**	**	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:	• MS4 houses multiple specialized programs such as AEP, HOPE, and General Education/Inclusion as well as self-contained classrooms, including LD, BD, and Autistic setting. • MS4 fosters a project-based environment where students inquire, pose questions to one another and the teacher to clarify, challenge and/or deepen their understanding of the content. • MS4 believes in the importance of developing the whole child through our various character education programs; Mosaic, Campaign Connect, and PBSIS. These programs extend into our after school clubs.
Mission, Vision, Theme:	Frank R. Conwell MS4 services grades 6 through 8. The mission of the middle school is to provide a positive school environment where small learning communities challenge, enrich, nurture, and encourage academic freedom enabling the individual student to mature educationally, emotionally, and socially. We focus on partnerships of the diverse cultures of our community to provide the transition of all our students to succeed in high school and beyond. The community of the Frank R. Conwell Middle School is committed to fostering an environment where students can become creative and independent learners. It is our goal to develop students academically, socially, and emotionally to become productive citizens.
Awards, Recognition, Accomplishments:	Citywide Attendance Chapions 2017-2018 Second Place and Robotic Finalists for Jersey City 2018 School Year,

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Courses, Curriculum, Instruction:	Our Accelerated and Enrichment Program (AEP) is open to students who meet the selective admission requirements, including an admissions examination followed by an advance level and pace curriculum. Our HOPE and Algebra I programs are geared towards general education students with a proven track record for exceeding expectations in their respective academic areas, as well as displaying positive social interactions amongst teachers and peers. Additionally, our middle school services general education classrooms, of which 6 are inclusion settings. We also have six self-contained classrooms, comprising LD, BD, and autistic settings. Our Extended Day Program focuses on academics as well as the social and emotional wellbeing of our students.
Clubs and Activities:	At MS4, we have a vast variety of clubs and activities. The following is a list of some offered: Student Ambassadors – Student leaders in grades 6-8, Ted Ed Club - Supports students as they discover, explore and present their big ideas in the form of short, TED-style talks, Junior National Honors Society – Students who excel in studies, have an interest in leadership and service, and have a thirst for challenge, Junior Library Assistants – Help and assist librarian in maintaining the upkeep of the library, Robotics – Students prepare to participate in local and state competitions. In addition, we also offer Choir, Band, Honors Art, and Student Council.

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Before and After School Programs:	The Extended Day program focuses primarily on students who receive a Level 3 on the PARCC for Reading and Math. The program consists of two days of direct ELA and Math instruction. Students are also offered two days of club activities. MS 4 students can participate in carpentry, dance, gardening, health and wellness, and other character education programs.
Staff and Professional Learning:	Our Professional Learning Communities are weekly platforms for collaboration amongst colleagues and have aided in our mission to ensure that all students? despite their designated academic program, race, gender, or special needs?will engage in critical thinking at the highest tiers of Bloom's Taxonomy in order to create project-based learning environments.

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Student Supports and Services:	MS4 has six self-contained classrooms, including two LD, two BD, and two autistic settings. There are six inclusion settings. The Child Study Team created a Mindfulness Breathing Exercise Room to be used by students. In addition, we also offer programs such as Men of Excellence and Faces of Excellence to highlight student achievements.
Student Health and Wellness:	The following programs are offered at MS 4: Breakfast program, Lunch Recess, Phys Ed Classes twice a week, Extended Day Health and Wellness Club and Morning Announcement Wellness Wednesday Tips.
Parent and Community Involvement:	PTA – Monthly meetings offered in AM/PM, Annual Menorah and Tree Lighting Ceremony, PTA sponsored fundraisers such as the PTA sponsored Fun Run, and I Love JCPS.

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School Safety:	PBSIS, Mosaic, Campaign Connect, Monthly Emergency Drills

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Technology and STEM:	ELA and math classrooms are 1:1 chrome books/PCs, Lego/Robotics program, HTML coding, Drones, Student2Science pharmaceutical LAB program