NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS MIDDLE SCHOOL
(23-1290-055)
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	MIDDLESEX
District	EDISON TWP
Principal Name	MRS. VALENTINE
Address	1081 NEW DOVER ROAD EDISON, NJ 08820
Phone Number	(732)452-2920
Email Address	JOAN.VALENTINE@EDISON.K12.NJ.US
Website	https://www.edison.k12.nj.us/domain/11

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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	317	303	332
7	333	320	318
8	264	332	319
Total	914	955	969

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. Data for some student groups was not available before 2016-17.

Student Group	2015-16	2016-17	2017-18
Female	50.4%	51.0%	51.2%
Male	49.6%	49.0%	48.8%
Economically Disadvantaged Students	12.7%	12.0%	10.4%
Students with Disabilities	5.8%	6.8%	5.3%
English Learners	0.0%	0.0%	0.1%
Homeless Students		1.0%	1.0%
Students in Foster Care		0.0%	0.0%
Military-Connected Students		0.0%	0.0%
Migrant Students		0.0%	0.0%

Enrollment by Racial and Ethnic Group

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

Racial and Ethnic Group	2015-16	2016-17	2017-18
White	9.3%	7.6%	6.3%
Hispanic	3.5%	4.4%	3.8%
Black or African American	8.1%	7.8%	7.1%
Asian	78.7%	79.5%	81.9%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.1%	0.2%
Two or More Races	0.3%	0.5%	0.6%

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	31.7%
Hindi	15.6%
Gujarati	11.4%
Telugu	8.3%
Tamil	6.4%
Other Languages	26.6%

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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	67	63	50	Exceeds Standard	60	55	50	Exceeds Standard
White	40	55	50	Met Standard	49	43	51	Met Standard
Hispanic	46	52	49	Met Standard	60.5	44	48	Exceeds Standard
Black or African American	50	51	44	Met Standard	52	43	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	72	68	61	Exceeds Standard	63	60	61	Exceeds Standard
American Indian or Alaska Native	*	77	52	**	*	53	53	**
Two or More Races	*	65	49	**	*	43.5	51	**
Economically Disadvantaged	50	54	48	Met Standard	54	45	47	Met Standard
Students with Disabilities	45	47	41	Met Standard	37.5	41	43	Not Met
English Learners	76	62.5	54	**	*	58	51	**

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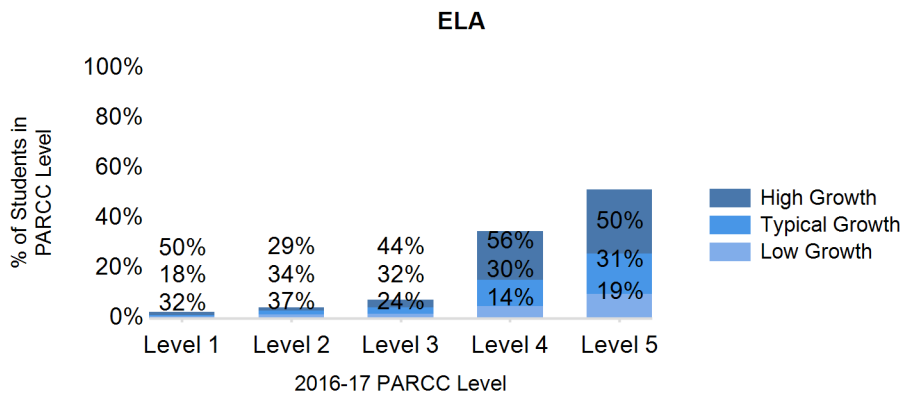
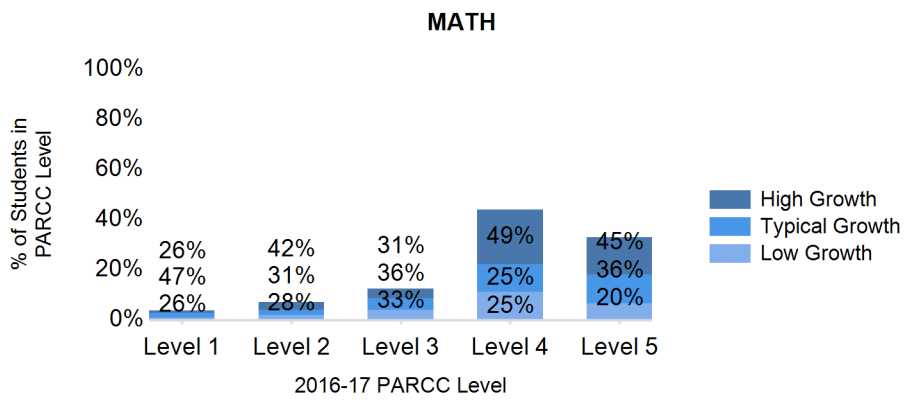
Student Growth by Performance Level

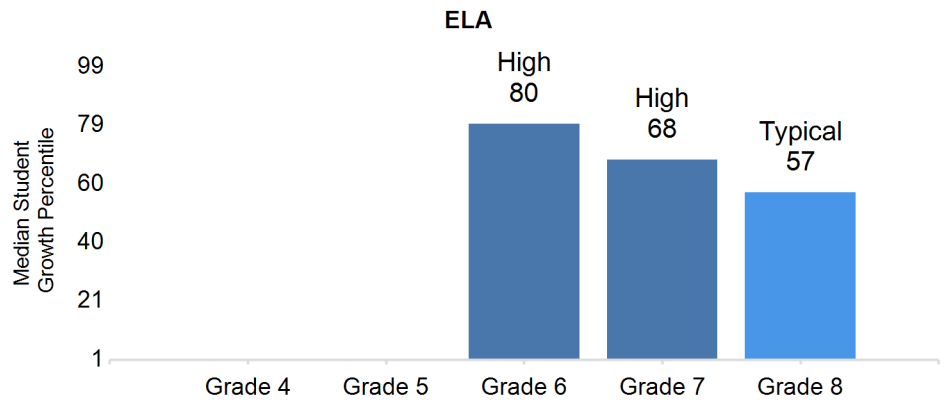
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

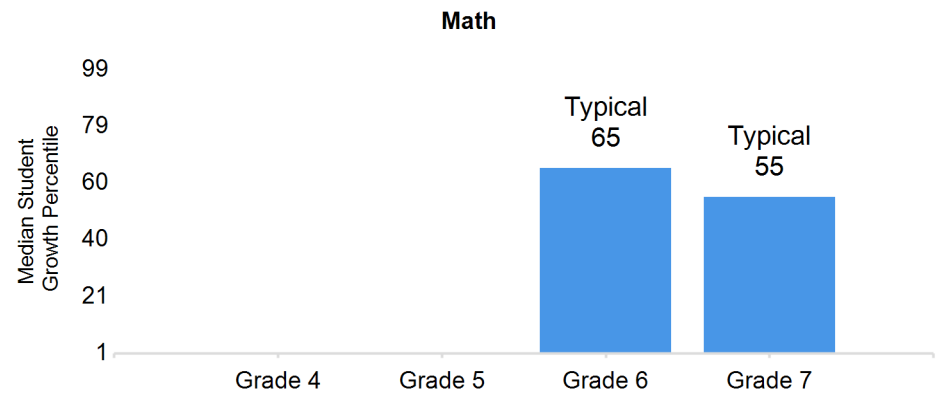




Student Growth by Grade

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	960	99.6	87.3	76.7	56.7	87.3	80	Met Goal
White	60	98.4	60.0	62.3	65.6	60.0	67.5	Met Target†
Hispanic	36	97.4	50.0	48.2	42.5	50.0	50.5	Met Target†
Black or African American	68	98.6	42.6	49.5	37.3	42.6	37.6	Met Target
Asian, Native Hawaiian, or Pacific Islander	788	99.9	95.0	88.2	82.3	95.0	80	Met Goal
American Indian or Alaska Native	*	*	*	86.2	52.7	*	**	**
Two or More Races	*	*	*	67.4	63.4	*	**	**
Female	493	99.8	89.6	82.0	64.5	89.6		
Male	467	99.4	84.8	71.7	49.4	84.8		
Economically Disadvantaged Students	99	99.0	47.5	50.4	38.5	47.5	49.3	Met Target†
Non-Economically Disadvantaged Students	861	99.7	91.8	82.5	67.5	91.8		
Students with Disabilities	60	98.4	16.6	20.8	21.6	16.6	17.6	Met Target†
Students without Disabilities	900	99.7	92.0	82.3	63.9	92.0		
English Learners	11	100.0	72.8	41.9	27.3	72.8	**	**
Non-English Learners	949	99.6	87.5	78.5	59.4	87.5		
Homeless Students	10	100.0	90.0	45.0	27.7	90.0		
Students In Foster Care	N	N	N	*	26.3	N		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	83.4	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	329	792	779	754	*	*	6%	26%	60%	86%	56%
White	17	744	759	761	*	*	*	*	*	47%	66%
Hispanic	10	746	745	742	*	*	*	*	*	50%	42%
Black or African American	20	733	*	737	*	*	*	*	*	25%	35%
Asian, Native Hawaiian, or Pacific Islander	279	801	793	779	*	*	4%	25%	68%	94%	83%
American Indian or Alaska Native	*	*	*	751	*	*	*	*	*	*	49%
Two or More Races	*	*	*	761	*	*	*	*	*	*	64%
Female	171	796	786	761	*	*	*	30%	60%	89%	64%
Male	158	789	772	748	*	*	*	22%	61%	82%	48%
Economically Disadvantaged Students	27	735	748	739	*	*	*	*	*	33%	37%
Non-Economically Disadvantaged Students	302	798	786	764	*	*	*	*	*	91%	68%
Students with Disabilities	15	706	715	723	*	*	*	*	*	*	18%
Students without Disabilities	314	797	785	760	*	*	*	*	*	*	63%
English Learners	N	N	*	712	N	N	N	N	N	N	*
Non-English Learners	329	792	*	755	*	*	6%	26%	60%	86%	*
Homeless Students	*	*	765	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	*	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	316	799	787	760	3%	4%	5%	17%	70%	88%	63%
White	17	751	770	768	*	*	*	*	*	53%	72%
Hispanic	14	754	752	746	*	*	*	*	*	57%	49%
Black or African American	27	741	754	740	*	*	*	*	*	52%	42%
Asian, Native Hawaiian, or Pacific Islander	254	811	802	790	*	*	*	14%	82%	96%	87%
American Indian or Alaska Native	*	*	*	756	*	*	*	*	*	*	57%
Two or More Races	*	*	*	767	*	*	*	*	*	*	68%
Female	160	803	796	769	*	*	*	16%	74%	91%	72%
Male	156	794	779	752	*	*	*	19%	66%	85%	54%
Economically Disadvantaged Students	41	749	754	742	*	*	*	*	*	54%	44%
Non-Economically Disadvantaged Students	275	806	795	771	*	*	*	*	*	93%	73%
Students with Disabilities	16	719	722	721	*	*	*	*	*	19%	22%
Students without Disabilities	300	803	793	768	*	*	*	*	*	91%	71%
English Learners	*	*	*	705	*	*	*	*	*	*	11%
Non-English Learners	*	*	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	745	729	*	*	*	*	*	*	32%
Students in Foster Care	N	N	N	725	N	N	N	N	N	N	25%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	64%
Migrant Students	N	N	N	716	N	N	N	N	N	N	21%

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English Language Arts/Literacy Assessment - Performance by Grade: Grade 8

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	321	801	788	759	*	*	8%	25%	63%	88%	60%
White	26	773	767	767	*	*	*	*	*	73%	70%
Hispanic	*	*	*	744	*	*	*	*	*	*	45%
Black or African American	23	764	758	739	*	*	*	*	*	52%	39%
Asian, Native Hawaiian, or Pacific Islander	259	809	803	789	0%	*	*	22%	73%	95%	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	*	*	*	766	*	*	*	*	*	*	66%
Female	163	807	796	768	*	*	9%	21%	68%	89%	69%
Male	158	794	781	751	*	*	7%	29%	58%	87%	52%
Economically Disadvantaged Students	32	764	755	740	*	*	*	*	*	56%	42%
Non-Economically Disadvantaged Students	289	805	795	769	*	*	*	*	*	92%	71%
Students with Disabilities	21	734	728	719	*	*	*	*	*	29%	19%
Students without Disabilities	300	805	794	766	*	*	*	*	*	92%	68%
English Learners	N	N	*	703	N	N	N	N	N	N	*
Non-English Learners	321	801	*	761	*	*	8%	25%	63%	88%	*
Homeless Students	*	*	752	727	*	*	*	*	*	*	27%
Students in Foster Care	N	N	*	726	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	760	N	N	N	N	N	N	61%
Migrant Students	N	N	N	718	N	N	N	N	N	N	21%

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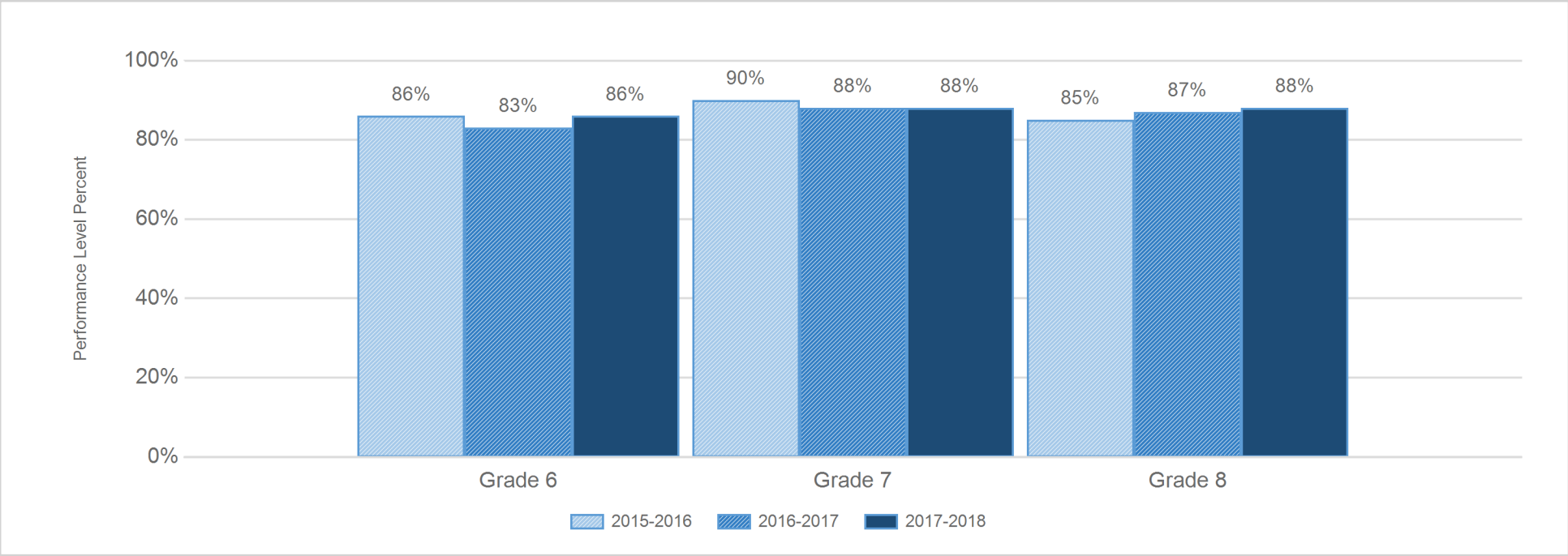
English Language Arts/Literacy Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the English Language Arts/Literacy (ELA/L) section of the Partnership for Assessment of Readiness for College and Careers (PARCC) assessment for the past three years.



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Mathematics Assessment - Participation and Performance

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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	961	99.7	81.6	65.7	45.0	81.6	78	Met Goal
White	61	100.0	49.2	41.3	54.1	49.2	51	Met Target†
Hispanic	36	97.4	25.0	27.7	29.2	25.0	34.1	Met Target†
Black or African American	68	98.6	22.0	24.6	23.4	22.0	16.9	Met Target
Asian, Native Hawaiian, or Pacific Islander	788	99.9	92.2	83.1	77.0	92.2	80	Met Goal
American Indian or Alaska Native	*	*	*	82.2	42.5	*	**	**
Two or More Races	*	*	*	49.3	53.0	*	**	**
Female	494	100.0	82.4	66.7	46.0	82.4		
Male	467	99.4	80.7	64.7	43.9	80.7		
Economically Disadvantaged Students	99	99.0	26.2	31.8	26.6	26.2	32.8	Met Target†
Non-Economically Disadvantaged Students	862	99.8	87.9	73.2	55.9	87.9		
Students with Disabilities	60	98.4	10.0	14.3	17.1	10.0	17.6	Not Met
Students without Disabilities	901	99.8	86.3	70.7	50.5	86.3		
English Learners	11	100.0	81.8	42.7	24.6	81.8	**	**
Non-English Learners	950	99.7	81.6	66.9	46.9	81.6		
Homeless Students	10	100.0	80.0	33.7	17.3	80.0		
Students In Foster Care	N	N	N	*	16.2	N		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	N	N	N	58.4	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	330	780	764	744	*	*	8%	38%	45%	83%	44%
White	18	741	742	751	*	*	*	*	*	39%	54%
Hispanic	10	735	731	731	0%	*	0%	*	*	40%	27%
Black or African American	20	728	*	726	*	*	*	*	*	20%	21%
Asian, Native Hawaiian, or Pacific Islander	279	788	778	771	0%	*	*	41%	52%	92%	78%
American Indian or Alaska Native	*	*	*	744	*	*	*	*	*	*	48%
Two or More Races	*	*	*	749	*	*	*	*	*	*	52%
Female	172	778	765	745	*	*	*	44%	40%	84%	45%
Male	158	782	763	742	*	*	*	32%	51%	83%	42%
Economically Disadvantaged Students	27	729	735	729	*	*	*	*	*	22%	24%
Non-Economically Disadvantaged Students	303	784	771	753	*	*	*	*	*	89%	56%
Students with Disabilities	15	709	713	717	*	*	*	*	*	*	13%
Students without Disabilities	315	783	768	748	*	*	*	*	*	*	49%
English Learners	N	N	*	713	N	N	N	N	N	N	11%
Non-English Learners	330	780	*	745	*	*	8%	38%	45%	83%	45%
Homeless Students	*	*	745	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	*	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS MIDDLE SCHOOL
(23-1290-055)
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	219	760	752	743	*	*	17%	55%	16%	70%	43%
White	17	737	743	750	*	*	*	*	*	41%	54%
Hispanic	14	731	731	732	*	*	*	*	*	21%	27%
Black or African American	26	722	729	727	*	38%	*	*	*	12%	21%
Asian, Native Hawaiian, or Pacific Islander	158	771	765	767	*	*	9%	66%	22%	88%	75%
American Indian or Alaska Native	*	*	*	742	*	*	*	*	*	*	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	118	762	755	745	*	*	18%	53%	18%	71%	45%
Male	101	757	750	741	*	*	16%	56%	13%	69%	42%
Economically Disadvantaged Students	39	727	732	730	*	*	41%	*	*	15%	24%
Non-Economically Disadvantaged Students	180	767	758	751	*	*	12%	*	*	82%	55%
Students with Disabilities	15	710	714	717	*	*	*	*	*	*	12%
Students without Disabilities	204	763	757	748	*	*	*	*	*	*	50%
English Learners	*	*	*	716	*	*	*	*	*	*	10%
Non-English Learners	*	*	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	724	720	*	*	*	*	*	*	14%
Students in Foster Care	N	N	N	717	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	N	718	N	N	N	N	N	N	11%

NJ SCHOOL PERFORMANCE REPORT

JOHN ADAMS MIDDLE SCHOOL
(23-1290-055)
Grades Offered: 06-08
2017-2018

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	78	733	729	728	15%	19%	35%	31%	0%	31%	28%
White	17	736	723	736	*	*	*	*	*	41%	36%
Hispanic	*	*	723	722	*	*	*	*	*	*	22%
Black or African American	14	715	716	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	35	743	743	747	*	*	37%	43%	0%	43%	51%
American Indian or Alaska Native	N	N	N	721	N	N	N	N	N	N	21%
Two or More Races	*	*	723	729	*	*	*	*	*	*	28%
Female	37	734	735	731	*	*	32%	35%	0%	35%	31%
Male	41	732	724	725	*	*	37%	27%	0%	27%	26%
Economically Disadvantaged Students	22	719	721	719	*	*	*	*	*	18%	20%
Non-Economically Disadvantaged Students	56	739	733	735	*	*	*	*	*	36%	35%
Students with Disabilities	21	716	*	705	*	*	*	*	*	14%	*
Students without Disabilities	57	740	*	735	*	*	*	*	*	37%	*
English Learners	N	N	*	705	N	N	N	N	N	N	10%
Non-English Learners	78	733	*	729	15%	19%	35%	31%	0%	31%	29%
Homeless Students	*	*	719	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	264	805	772	746	0%	0%	0%	51%	49%	100%	46%
White	*	*	*	755	*	*	*	*	*	*	57%
Hispanic	N	N	737	730	N	N	N	N	N	N	27%
Black or African American	*	*	736	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	250	806	789	779	0%	0%	0%	50%	50%	100%	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	769	755	N	N	N	N	N	N	54%
Female	135	802	772	748	0%	0%	0%	57%	43%	100%	48%
Male	129	807	772	745	0%	0%	0%	45%	55%	100%	44%
Economically Disadvantaged Students	10	790	741	729	0%	0%	0%	*	*	100%	25%
Non-Economically Disadvantaged Students	254	805	779	756	0%	0%	0%	*	*	100%	57%
Students with Disabilities	*	*	723	716	*	*	*	*	*	*	13%
Students without Disabilities	*	*	775	752	*	*	*	*	*	*	52%
English Learners	N	N	721	710	N	N	N	N	N	N	*
Non-English Learners	264	805	774	749	0%	0%	0%	51%	49%	100%	*
Homeless Students	*	*	737	718	*	*	*	*	*	*	16%
Students in Foster Care	N	N	N	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	N	720	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Test: Geometry

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	76	789	755	735	0%	0%	0%	28%	72%	100%	30%
White	*	*	738	740	*	*	*	*	*	*	37%
Hispanic	*	*	729	723	*	*	*	*	*	*	14%
Black or African American	*	*	*	719	*	*	*	*	*	*	11%
Asian, Native Hawaiian, or Pacific Islander	70	790	768	760	0%	0%	0%	27%	73%	100%	65%
American Indian or Alaska Native	N	N	*	734	N	N	N	N	N	N	28%
Two or More Races	N	N	*	741	N	N	N	N	N	N	39%
Female	33	792	*	736	0%	0%	0%	*	*	100%	30%
Male	43	788	*	734	0%	0%	0%	*	*	100%	29%
Economically Disadvantaged Students	*	*	732	722	*	*	*	*	*	*	13%
Non-Economically Disadvantaged Students	*	*	761	741	*	*	*	*	*	*	38%
Students with Disabilities	N	N	*	713	N	N	N	N	N	N	*
Students without Disabilities	76	789	*	738	0%	0%	0%	28%	72%	100%	*
English Learners	N	N	726	711	N	N	N	N	N	N	*
Non-English Learners	76	789	756	736	0%	0%	0%	28%	72%	100%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	*
Students in Foster Care	N	N	*	711	N	N	N	N	N	N	*
Military-Connected Students	N	N	N	731	N	N	N	N	N	N	24%
Migrant Students	N	N	N	709	N	N	N	N	N	N	11%

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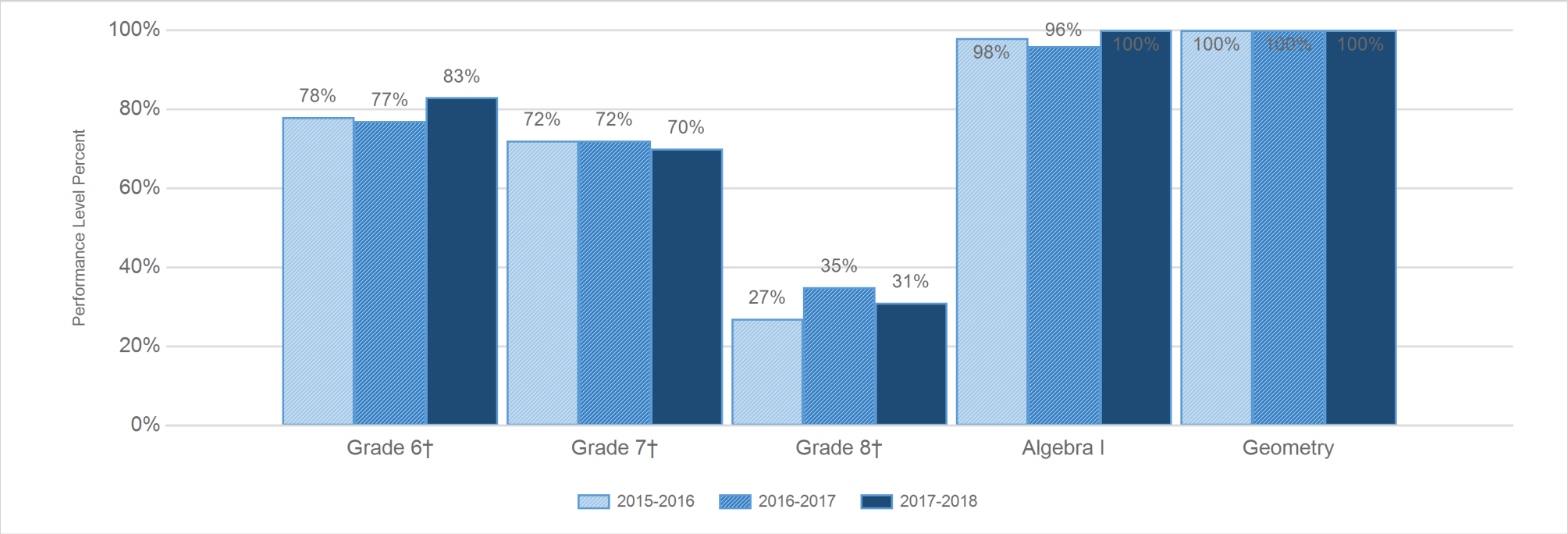
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Expected growth is based on the student's initial level of English Language Proficiency during the 2016-17 school year and the number of years the student has been enrolled in the district. This table also shows the school's 2017-18 ESSA accountability target and whether the target was met.

Student Group	Percent of English Learners Making Expected Growth to Proficiency	2017-18 Target	Met Target?
Schoolwide/English Learners	N	N	N

† 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	N	N	N
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	331
7	97	0	221
8	168	76	77
Total	265	76	629

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	210	101	0	0	0	0	0
7	221	80	0	0	0	0	0
8	192	93	0	0	0	0	0
Total	623	274	0	0	0	0	0

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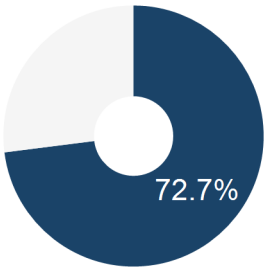
Visual and Performing Arts – Course Participation

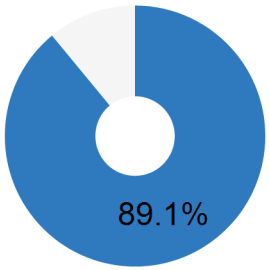
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

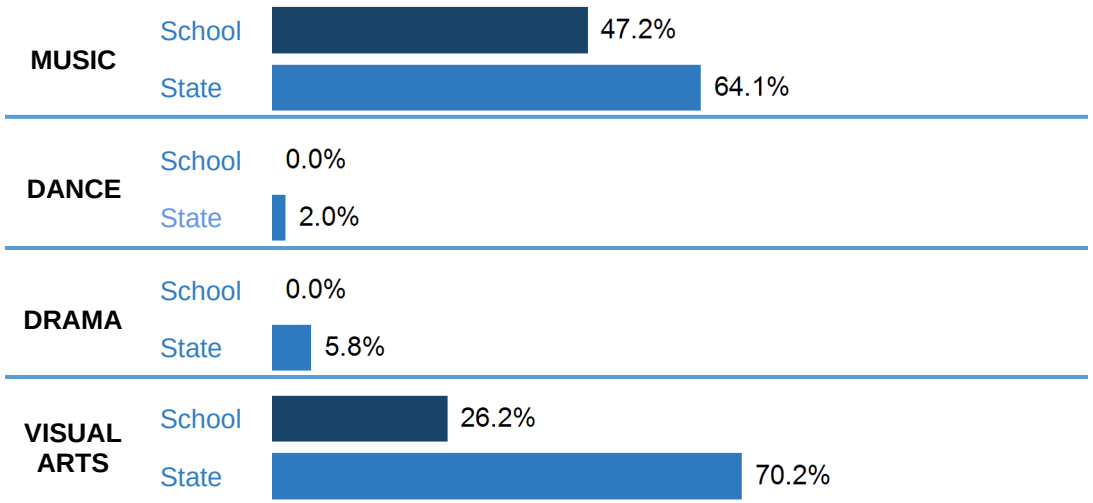


School



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.

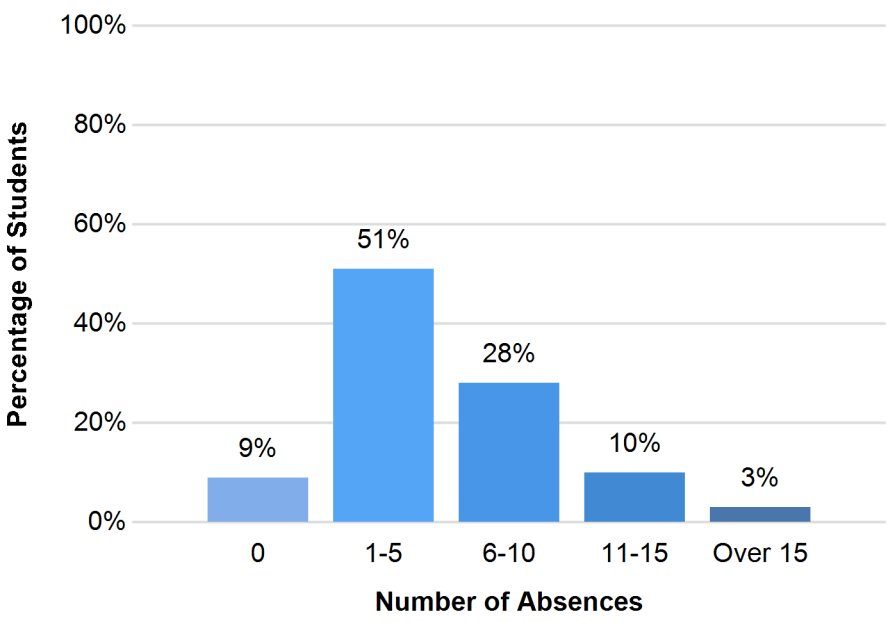
Chronic Absenteeism

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	19	1.9	9.5	Met
White	4	6.3	9.5	Met
Hispanic	5	13.2	9.5	Not Met
Black or African American	3	4.2	9.5	Met
Asian, Native Hawaiian, or Pacific Islander	7	0.9	9.5	Met
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Economically Disadvantaged Students	5	4.8	9.5	Met
Students with Disabilities	5	7.9	9.5	Met
English Learners	*	*	**	**

Days Absent

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



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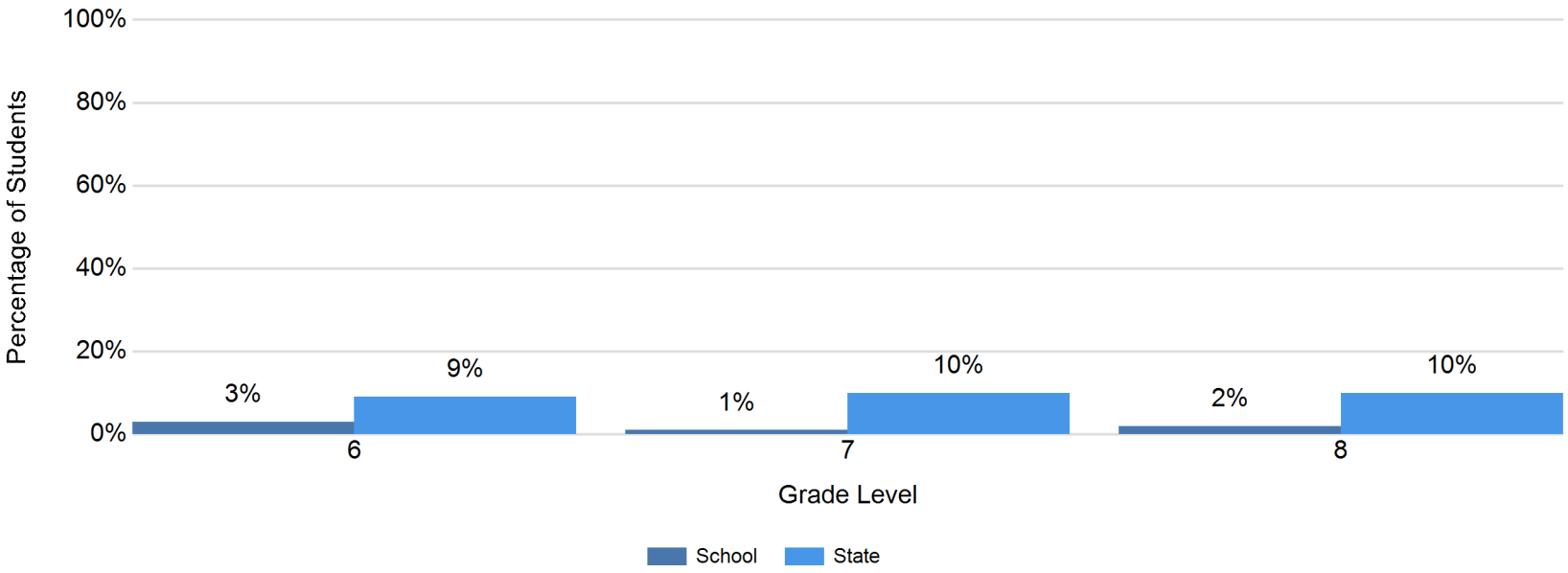
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	3
Incidents Per 100 Students Enrolled	0.31

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

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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.

Harassment, Intimidation, and Bullying (HIB) Investigations

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

HIB Nature (Protected Category)	HIB Alleged	HIB Confirmed	Total HIB Investigations
Race	0	1	1
Religion	0	0	0
Ancestry	0	0	0
Gender	0	0	0
Sexual Orientation	0	0	0
Disability	0	0	0
Other	1	0	1
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	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

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

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JOHN ADAMS MIDDLE SCHOOL
(23-1290-055)
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2017-2018

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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	3:00 PM
Length of School Day	6 Hrs 30 Mins
Full Time - Instructional Time	5 Hrs 33 Mins
Shared Time - Instructional Time	2 Hrs. 45 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3-11 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3-11. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2017-18	1:1

Per-Pupil Expenditures (District Level)

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

Per-Pupil Expenditures	Federal	State/ Local	Total
District Total (2016-2017)	$358	$12,243	$12,601

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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	64	117,464
Average years experience in public schools	13.0	12.0
Average years experience in district	11.9	10.7
Teachers in district for 4 or more years	76.6%	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	53	9,374
Average years experience in public schools	19.6	16.0
Average years experience in district	13.9	12.0
Administrators in district for 4 or more years	86.8%	76.2%

Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. Ratios for librarians, nurses, counselors, and child study team members are only reported at the district level because many staff in these jobs are assigned only to the district and not to individual schools.

Ratio	School Ratio	District Ratio
Students to Teachers	15:1	16:1
Students to Administrators	138:1	305:1
Teachers to Administrators	9:1	19:1
Students to Librarians/Media Specialists		4042:1
Students to Nurses		1011:1
Students to Counselors		415:1
Students to Child Study Team		490:1

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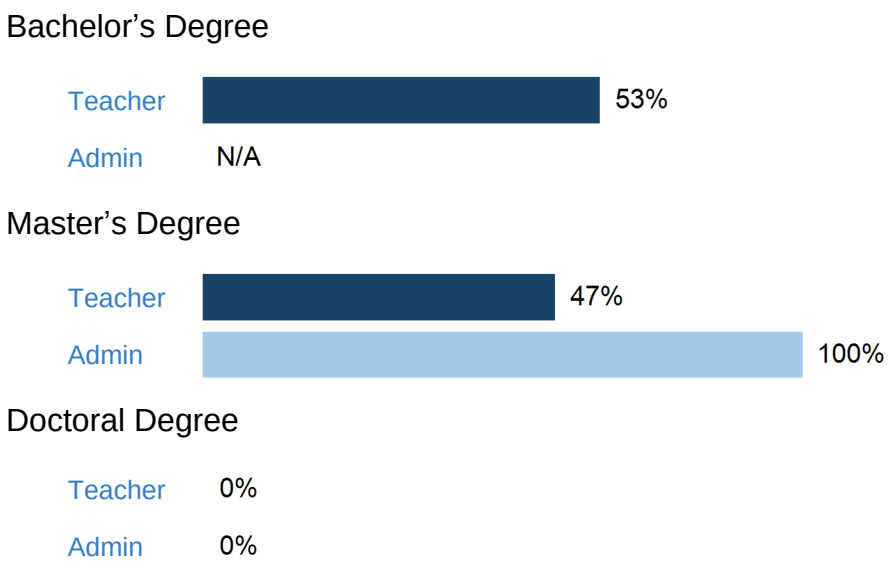
Teachers and Administrators - Level of Education

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	89.4%	90.2%
2016-17 Administrators: Same district 2017-18	79.0%	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	91.1%

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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	73.4%	85.7%
Male	26.6%	14.3%
White	85.9%	100.0%
Hispanic	4.7%	0.0%
Black or African American	4.7%	0.0%
Asian	4.7%	0.0%
American Indian or Alaska Native	0.0%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%
Two or More Races	0.0%	0.0%

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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). For more information about New Jersey's accountability system, how indicator and summative scores were calculated, and how federal accountability status is determined, see these accountability resources.

Comprehensive Status

This table shows whether this school is identified as requiring Comprehensive Support and Improvement during the 2019-20 school year and whether it will be eligible to exit comprehensive status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement.

Requires Comprehensive Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
No	n/a	n/a

Targeted Status

This table shows whether one or more student groups in this school has been identified as requiring Targeted Support and Improvement during the 2019-20 school year and whether each student group will be eligible to exit targeted status in January 2021 or January 2022. Schools must meet exit criteria in order to exit status. Student groups with a summative score that would be in the bottom 5% of schools and student groups that miss annual targets for all indicators for two years in a row are identified as requiring Targeted Support and Improvement. Note: Schools identified as requiring comprehensive support may have student groups identified as needing targeted support below, but the date they are eligible to exit status is based on their comprehensive status.

Student Group	Requires Targeted Support during the 2019-20 School Year	Eligible to exit status in January 2021	Eligible to exit status in January 2022
Any Student Groups	No	n/a	n/a
White	No		
Hispanic	No		
Black or African American	No		
Asian, Native Hawaiian, or Pacific Islander	No		
American Indian or Alaska Native	No		
Two or More Races	No		
Economically Disadvantaged Students	No		
Students with Disabilities	No		
English Learners	No		

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Accountability Indicator Scores and Summative Rating - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Comprehensive Support and Improvement. This table shows the indicator scores for each indicator included in the accountability system and the weight that each indicator receives when calculating the overall Summative Score. The Summative Rating is the percentile rank of the Summative Score as compared to other schools across the state. Schools with a summative score in the bottom 5% of Title I schools or with a four-year graduation rate of 67% or less are identified as requiring Comprehensive Support and Improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see these accountability resources.

Accountability Indicator	Score	Weight
English Language Arts Proficiency	78.67	17.5%
Mathematics Proficiency	72.57	17.5%
English Language Arts Growth	80.81	25.0%
Mathematics Growth	72.94	25.0%
Progress Towards English Language Proficiency	**	**
Chronic Absenteeism	86.93	15.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	77.94	n/a
Summative Rating: Percentile Rank of Summative Score	88.98	n/a
Requires Comprehensive Support: Summative Rating is less than or equal to 5th percentile	No	n/a

† Weights indicated by this symbol were adjusted due to data availability

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Accountability Summary by Student Group - 2017-18 School Year

New Jersey has developed a school accountability system as required by the Every Student Succeeds Act (ESSA) to identify schools that are in need of Targeted Support and Improvement. Any student group where the summative score would be in the bottom 5% of schools is identified for Targeted Support for a Low-Performing Student Group. Any student group that has missed annual targets for all indicators two years in a row is identified for Targeted Support for a Consistently Underperforming Student Group. In the table below, schools in which one or more student groups are identified for Targeted Sport will be noted in the Schoolwide row. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16. The target for chronic absenteeism is the state average for chronic absenteeism based on students enrolled in the grades served by the given school. For more details on accountability targets, see these accountability resources.

Student Group	Summative Score	Summative Score Cut-off for Targeted Support	Requires Targeted Support: Low Performing Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	n/a	n/a	No	Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	N	Met	No
White	33.31	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Hispanic	50.48	14.08	No	Met Target†	Met Target†	Met Standard	Exceeds Standard	n/a	Not Met	No
Black or African American	69.42	14.08	No	Met Target	Met Target	Met Standard	Met Standard	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	79.55	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	66.89	14.08	No	Met Target†	Met Target†	Met Standard	Met Standard	n/a	Met	No
Students with Disabilities	47.03	14.08	No	Met Target†	Not Met	Met Standard	Not Met	n/a	Met	No
English Learners	**	**	No	**	**	**	**	**	**	No

† Target was met within a confidence interval (Proficiency) or within one standard deviation (Progress to English Language Proficiency).

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School Narrative

This section allows schools and districts to share highlights, achievements, and other important information about programs, activities, and services that are offered in their own words. If there are questions about the information provided in the narrative section, please contact your school directly.

Highlights:	• Students are challenged with problem-based rigorous activities that empower leadership • Technology is a part of each school day, with all students utilizing 1:1 personal Chromebooks • Award-winning concert band, orchestra, and choir
Mission, Vision, Theme:	John Adams Middle School is committed to inspire and empower students to reach their full potential and become respectful, responsible, productive future leaders in a global society. John Adams Middle School Knights demonstrate respect, responsibility, and excellence - all day, every day.
Awards, Recognition, Accomplishments:	Student recognition includes weekly PBSIS drawings, monthly student of the month breakfasts, and marking period recognition assemblies to highlight academic and extra-curricular activities. Students have been awarded at the state level in band, choir, and orchestra. JAMS students have been awarded at the national level for Odyssey of the Mind, Geography Bee, and the latest Lockheed Martin competition.

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Courses, Curriculum, Instruction:	We are in the third year of a one-to-one technology initiative. We assess student progress through a diagnostic test three times during the year and there are benchmark assessments administered quarterly in academic content areas. Students have access to an interactive textbook in their math, science and social studies classes. By the end of grade 8, over 90% of students have successfully completed Algebra 1.
Sports and Athletics:	Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Soccer (Boys & Girls), Softball (Boys & Girls), Track and Field - Spring (Boys & Girls) Students have the opportunity to play on interscholastic teams beginning in the middle school. Edison athletes are recognized for their sportsmanship and championships.
Clubs and Activities:	JAMS offers an array of before/after school clubs and activities including the following: Jazz, FCCLA, Crochet, Debate, Book Lovers, Chess, Robotics, Community Service, Ambassadors, Student Council, Cricket, Concert Choir, Drama, Odyssey of the Mind, Knightly News, Drone, Art, Courtyard, Pen Pals, Sunrise Scholars, Student Ambassadors, Photo, Science, Newspaper and Yearbook.

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Staff and Professional Learning:	JAMS staff is provided with consistent and regular professional development opportunities that include in-class coaching/debriefing, peer observations, professional learning institute, in-service days, and virtual learning. JAMS teachers collaborate through professional learning and teamed activities.

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Student Health and Wellness:	Students at JAMS are provided breakfast and lunch opportunities daily. A food service committee comprised of students, staff, and parents meets regularly to review the food service plan and implement any necessary change. Students/staff have adopted a share basket to provide nourishment for anyone hungry throughout the day. Physical activities are promoted and made available for all students and staff.

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Other Information:	The John Adams Middle School community is one that empowers students to become leaders in and out of the classroom through rigorous, problem-based learning activities that promote student voice, choice, and leadership. Students and staff are interactive, collaborative, and creative. Critical/design thinking, problem-solving, explorative, investigators, and STEAM are words used to describe students on a regular basis. At JAMS, safety and security of staff and students is paramount; measures are reviewed and reinforced regularly in an effort to maintain the highest levels of safety for the entire school community.