NJ SCHOOL PERFORMANCE REPORT

HEDGEPETH WILLIAMS MIDDLE SCHOOL
(21-5210-301)
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
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† This indicates a table specific note,see note below table

How to use this report:

- **Learn more** about this school by exploring all sections of this report
- **Start conversations** with school community members and ask questions
- **Engage** with your school communities to identify where schools are doing well and where they can improve

Navigating through the reports:

- Save or print this report by clicking the disk icon at the top of the page to download a PDF
- Search for specific text or words in the report by using the search box at the top left of the page
- Use the menu bar along the top of the page or the table of contents on the left of the page to move between sections of the report
- Click the Next and Previous buttons at the bottom of the page or the arrows as the top left of the screen to move between pages of the report

Other Resources:

- Review the Summary Report or the district-level report for this school
- Read the Reference Guide, Frequently Asked Questions, or Data Privacy Rules for more detailed information about the data in the report
- Download the data in the reports for all schools in the state
- Provide feedback on the reports by taking our feedback survey
- Contact us at reportcard@doe.nj.gov with any questions about the reports

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School Contact Info

This table contains contact information including principal name, address, phone number, email address, and social media information, if provided.

Type	Contact Information
County	MERCER
District	TRENTON CITY
Principal Name	MS. HILL
Address	301 GLADSTONE AVE TRENTON, NJ 08629
Phone Number	(609)656-4760
Email Address	AHILL@TRENTON.K12.NJ.US
Website	https://www.trenton.k12.org/hedgepethwilliamsmiddle_home

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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	158	169	237
7	161	155	208
8	162	150	193
Total	481	474	638

Enrollment Trends by Student Group

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

Student Group	2015-16	2016-17	2017-18
Female	51.1%	50.2%	51.1%
Male	48.9%	49.8%	48.9%
Economically Disadvantaged Students	87.1%	90.1%	88.6%
Students with Disabilities	23.3%	23.4%	20.1%
English Learners	6.7%	7.4%	17.1%
Homeless Students		0.0%	0.8%
Students in Foster Care		0.6%	0.9%
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	0.4%	0.2%	0.3%
Hispanic	45.5%	48.9%	58.3%
Black or African American	52.6%	48.9%	39.8%
Asian	1.2%	1.5%	1.3%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.2%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	0.2%	0.2%	0.2%

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	56.7%
Spanish	40.0%
Creoles and pidgins, English based	1.1%
Other Languages	2.2%

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Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts/Literacy (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores in previous years.

A student's SGP falls between 1 and 99 and can be grouped into three levels: **Low Growth: Less than 35** **Typical Growth: Between 35 and 65** **High Growth: Greater than 65**

If the student growth percentiles for all students in the school are ordered from smallest to largest, the median student growth percentile (mSGP) for the school is the percentile in the middle of that list. Watch a short video about Student Growth Percentiles that explains how they are calculated for students and how median Student Growth Percentiles (mSGP) are calculated for groups of students.

Student Growth

This table shows the median Student Growth Percentile (mSGP) for both English Language Arts/Literacy (ELA) and Mathematics both overall and for each student group with comparisons to the district and the state. This table also shows whether each mSGP Met Standard (40-59.5) as required by ESSA accountability.

Student Group	ELA: School Median	ELA: District Median	ELA: Statewide Median	ELA: Met Standard (40-59.5)	Math: School Median	Math: District Median	Math: Statewide Median	Math: Met Standard (40-59.5)
Schoolwide	42	42.5	50	Met Standard	51	42	50	Met Standard
White	*	34	50	**	*	32	51	**
Hispanic	47.5	44	49	Met Standard	51	45	48	Met Standard
Black or African American	39	41	44	Not Met	50	40	44	Met Standard
Asian, Native Hawaiian, or Pacific Islander	*	58	61	**	*	67	61	**
American Indian or Alaska Native	N	*	52	**	N	*	53	**
Two or More Races	N	44	49	**	N	52	51	**
Economically Disadvantaged	44	43	48	Met Standard	50	42.5	47	Met Standard
Students with Disabilities	33.5	36	41	Not Met	40	41	43	Met Standard
English Learners	43.5	44	54	Met Standard	49	43	51	Met Standard

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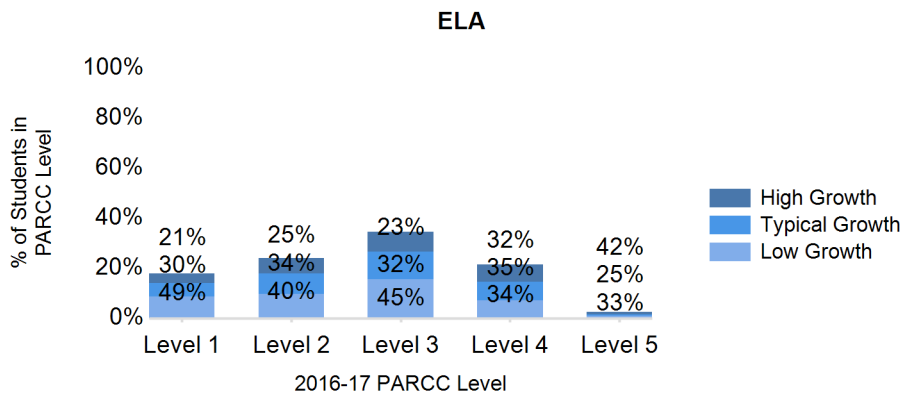
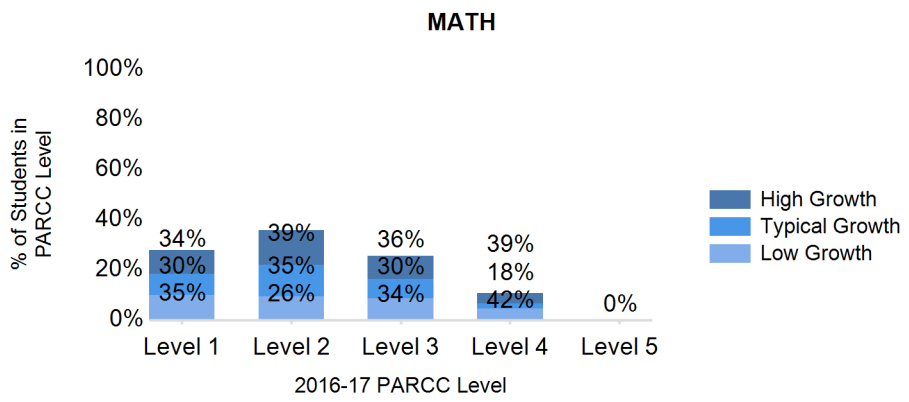
Student Growth by Performance Level

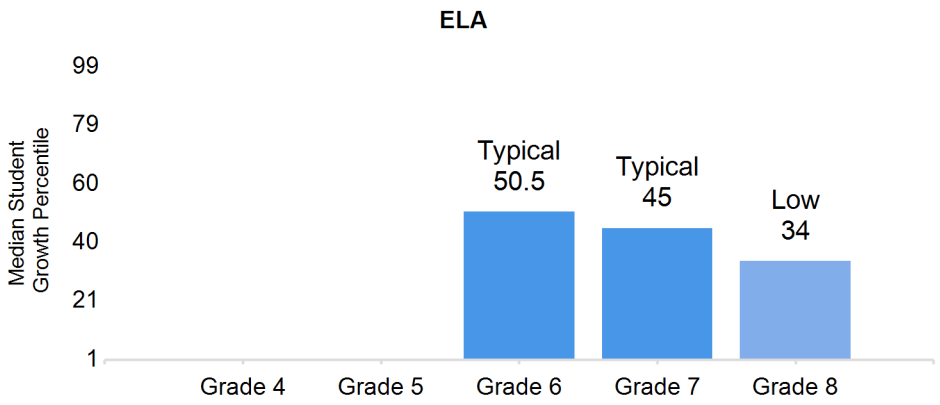
These graphs show the percentage of students by 2016-17 PARCC performance level that fall into each of the three levels of growth based on their 2017-18 test scores.

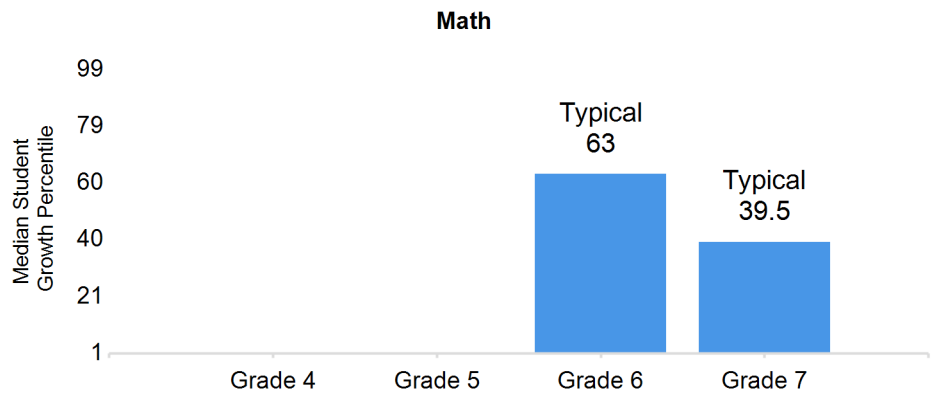




Student Growth by Grade

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





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English Language Arts/Literacy Assessment - Participation and Performance

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

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2017-18 Annual Target	Met 2017-18 Annual Target
Schoolwide	536	89.3	25.4	20.4	56.7	24.1	27.4	Not Met
White	*	*	*	19.5	65.6	*	**	**
Hispanic	310	88.3	27.4	22.7	42.5	26.0	33.6	Not Met
Black or African American	218	91.1	22.5	18.0	37.3	21.5	21.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	82.3	*	**	**
American Indian or Alaska Native	N	N	N	*	52.7	N	**	**
Two or More Races	N	N	N	33.4	63.4	N	**	**
Female	272	90.9	31.2	26.4	64.5	30.2		
Male	264	87.7	19.3	15.0	49.4	18.0		
Economically Disadvantaged Students	457	88.9	26.1	20.2	38.5	*	27.5	Met Target†
Non-Economically Disadvantaged Students	79	92.0	21.5	21.6	67.5	*		
Students with Disabilities	87	72.6	*	*	21.6	*	9.5	Not Met
Students without Disabilities	449	93.5	*	*	63.9	*		
English Learners	218	83.3	15.6	13.0	27.3	14.0	11.2	Met Target
Non-English Learners	318	93.8	32.1	23.1	59.4	31.7		
Homeless Students	*	*	*	14.0	27.7	*		
Students In Foster Care	*	*	*	15.0	26.3	*		
Military-Connected Students	N	N	N	N	57.4	N		
Migrant Students	N	N	N	*	30.1	N		

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	193	726	721	754	20%	29%	27%	*	*	24%	56%
White	*	*	*	761	*	*	*	*	*	*	66%
Hispanic	106	725	722	742	23%	27%	25%	*	*	25%	42%
Black or African American	83	727	719	737	18%	30%	28%	*	*	24%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	49%
Two or More Races	N	N	*	761	N	N	N	N	N	N	64%
Female	94	730	724	761	16%	28%	29%	*	*	28%	64%
Male	99	722	717	748	24%	30%	25%	*	*	20%	48%
Economically Disadvantaged Students	176	726	720	739	*	*	*	*	*	24%	37%
Non-Economically Disadvantaged Students	17	727	723	764	*	*	*	*	*	24%	68%
Students with Disabilities	26	701	702	723	*	*	*	*	*	*	18%
Students without Disabilities	167	730	724	760	*	*	*	*	*	*	63%
English Learners	39	697	*	712	*	*	*	*	*	*	*
Non-English Learners	154	733	*	755	*	*	*	*	*	*	*
Homeless Students	N	N	*	729	N	N	N	N	N	N	26%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	732	N	N	N	N	N	N	36%

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	183	723	720	760	32%	16%	23%	*	*	29%	63%
White	N	N	724	768	N	N	N	N	N	N	72%
Hispanic	110	721	718	746	36%	12%	23%	*	*	29%	49%
Black or African American	*	*	*	740	*	*	*	*	*	*	42%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	756	N	N	N	N	N	N	57%
Two or More Races	N	N	*	767	N	N	N	N	N	N	68%
Female	92	732	728	769	23%	13%	26%	*	*	38%	72%
Male	91	713	713	752	41%	19%	21%	*	*	20%	54%
Economically Disadvantaged Students	158	722	720	742	*	*	*	*	*	30%	44%
Non-Economically Disadvantaged Students	25	724	719	771	*	*	*	*	*	24%	73%
Students with Disabilities	31	699	693	721	58%	*	*	*	*	10%	22%
Students without Disabilities	152	727	726	768	26%	*	*	*	*	33%	71%
English Learners	50	690	*	705	*	*	*	*	*	*	11%
Non-English Learners	133	735	*	762	*	*	*	*	*	*	64%
Homeless Students	*	*	715	729	*	*	*	*	*	*	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	*	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	171	722	722	759	30%	24%	23%	*	*	22%	60%
White	N	N	*	767	N	N	N	N	N	N	70%
Hispanic	98	719	721	744	38%	21%	14%	*	*	27%	45%
Black or African American	*	*	*	739	*	*	*	*	*	*	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	789	*	*	*	*	*	*	86%
American Indian or Alaska Native	N	N	*	759	N	N	N	N	N	N	59%
Two or More Races	N	N	*	766	N	N	N	N	N	N	66%
Female	95	730	732	768	21%	22%	29%	*	*	27%	69%
Male	76	712	713	751	42%	26%	16%	*	*	16%	52%
Economically Disadvantaged Students	136	724	722	740	28%	*	*	*	*	24%	42%
Non-Economically Disadvantaged Students	35	712	720	769	40%	*	*	*	*	14%	71%
Students with Disabilities	27	705	698	719	*	*	*	*	*	*	19%
Students without Disabilities	144	725	729	766	*	*	*	*	*	*	68%
English Learners	41	689	*	703	*	*	*	*	*	*	*
Non-English Learners	130	732	*	761	*	*	*	*	*	*	*
Homeless Students	*	*	*	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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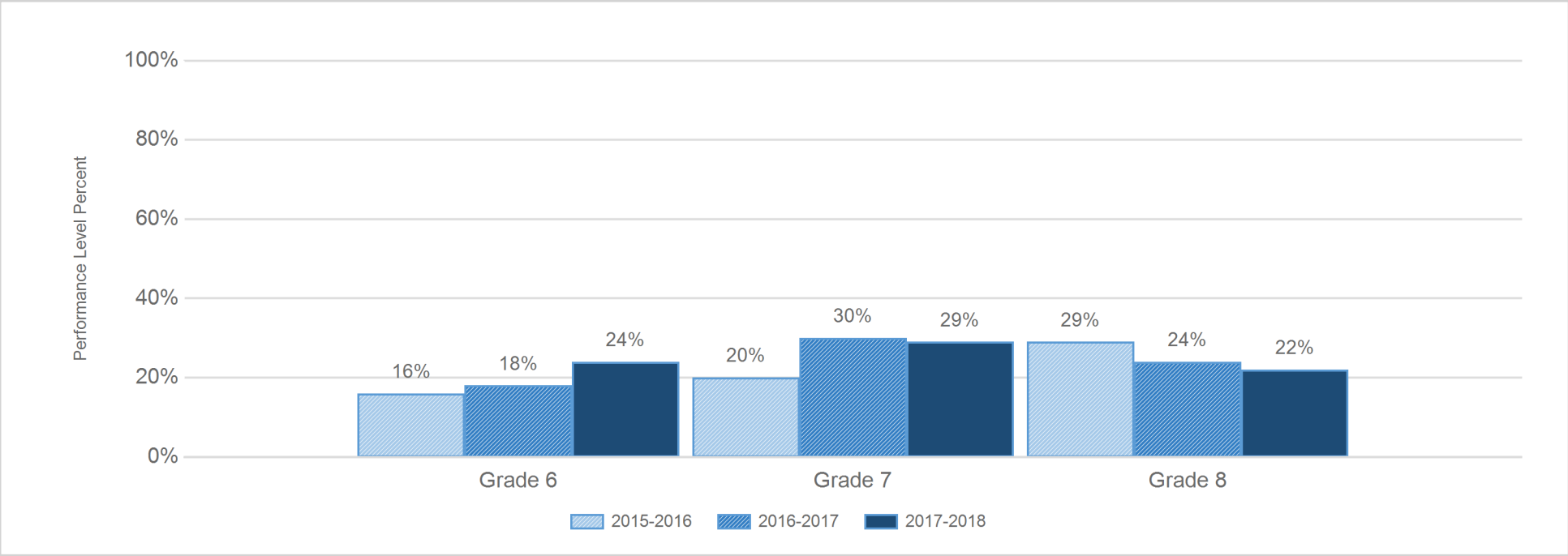
English Language Arts/Literacy Assessment - Performance Trends

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	554	92.8	13.1	10.9	45.0	12.8	19.6	Not Met
White	*	*	*	11.7	54.1	*	**	**
Hispanic	324	93.2	14.5	12.7	29.2	14.2	22	Not Met
Black or African American	221	92.3	11.3	*	23.4	11.0	17	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	25.8	77.0	*	**	**
American Indian or Alaska Native	N	N	N	*	42.5	N	**	**
Two or More Races	*	*	*	19.4	53.0	*	**	**
Female	279	93.9	12.9	11.5	46.0	12.8		
Male	275	91.7	13.4	10.3	43.9	13.0		
Economically Disadvantaged Students	472	92.6	*	*	26.6	*	18.8	Not Met
Non-Economically Disadvantaged Students	82	94.3	*	*	55.9	*		
Students with Disabilities	88	73.4	*	*	17.1	*	9.5	Not Met
Students without Disabilities	466	97.6	*	*	50.5	*		
English Learners	235	91.2	*	*	24.6	*	19.2	Not Met
Non-English Learners	319	94.1	*	*	46.9	*		
Homeless Students	*	*	*	*	17.3	*		
Students In Foster Care	*	*	*	*	16.2	*		
Military-Connected Students	N	N	N	N	45.8	N		
Migrant Students	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	201	721	712	744	22%	37%	24%	*	*	16%	44%
White	*	*	*	751	*	*	*	*	*	*	54%
Hispanic	112	722	713	731	21%	38%	24%	*	*	17%	27%
Black or African American	85	720	711	726	25%	34%	25%	16%	0%	16%	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	771	*	*	*	*	*	*	78%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	48%
Two or More Races	N	N	*	749	N	N	N	N	N	N	52%
Female	98	721	713	745	24%	34%	27%	*	*	15%	45%
Male	103	721	712	742	20%	40%	22%	*	*	17%	42%
Economically Disadvantaged Students	184	721	713	729	*	*	*	*	*	17%	24%
Non-Economically Disadvantaged Students	17	723	711	753	*	*	*	*	*	12%	56%
Students with Disabilities	26	704	703	717	*	*	*	*	*	*	13%
Students without Disabilities	175	723	714	748	*	*	*	*	*	*	49%
English Learners	46	704	*	713	*	*	*	*	*	*	11%
Non-English Learners	155	726	*	745	*	*	*	*	*	*	45%
Homeless Students	N	N	*	718	N	N	N	N	N	N	13%
Students in Foster Care	*	*	*	718	*	*	*	*	*	*	13%
Military-Connected Students	N	N	N	745	N	N	N	N	N	N	45%
Migrant Students	N	N	N	717	N	N	N	N	N	N	18%

NJ SCHOOL PERFORMANCE REPORT

HEDGEPETH WILLIAMS MIDDLE SCHOOL
(21-5210-301)
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	196	715	713	743	*	*	*	*	*	*	43%
White	N	N	721	750	N	N	N	N	N	N	54%
Hispanic	122	715	*	732	28%	44%	17%	11%	0%	11%	27%
Black or African American	70	716	712	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	767	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	39%
Two or More Races	*	*	*	748	*	*	*	*	*	*	51%
Female	97	715	714	745	*	*	*	*	*	*	45%
Male	99	714	712	741	*	*	*	*	*	*	42%
Economically Disadvantaged Students	169	715	713	730	*	*	*	*	*	*	24%
Non-Economically Disadvantaged Students	27	713	711	751	*	*	*	*	*	*	55%
Students with Disabilities	31	702	700	717	*	*	*	*	*	*	12%
Students without Disabilities	165	717	716	748	*	*	*	*	*	*	50%
English Learners	63	699	*	716	*	*	*	*	*	*	10%
Non-English Learners	133	722	*	744	*	*	*	*	*	*	45%
Homeless Students	*	*	705	720	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	743	N	N	N	N	N	N	42%
Migrant Students	N	N	*	718	N	N	N	N	N	N	11%

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Mathematics Assessment - Performance by Grade: Grade 8

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

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	156	705	700	728	*	*	*	*	*	*	28%
White	N	N	*	736	N	N	N	N	N	N	36%
Hispanic	91	703	699	722	*	*	*	*	*	*	22%
Black or African American	*	*	*	715	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	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	86	710	705	731	*	*	*	*	*	*	31%
Male	70	698	696	725	*	*	*	*	*	*	26%
Economically Disadvantaged Students	122	705	700	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	34	703	702	735	*	*	*	*	*	*	35%
Students with Disabilities	28	686	685	705	*	*	*	*	*	*	*
Students without Disabilities	128	709	705	735	*	*	*	*	*	*	*
English Learners	48	691	*	705	*	*	*	*	*	*	10%
Non-English Learners	108	711	*	729	*	*	*	*	*	*	29%
Homeless Students	*	*	*	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	23	759	710	746	0%	0%	*	*	*	70%	46%
White	N	N	*	755	N	N	N	N	N	N	57%
Hispanic	14	757	712	730	0%	0%	*	*	*	79%	27%
Black or African American	*	*	708	727	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	79%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	49%
Two or More Races	N	N	*	755	N	N	N	N	N	N	54%
Female	12	753	*	748	0%	0%	*	*	*	58%	48%
Male	11	766	708	745	0%	0%	*	*	*	82%	44%
Economically Disadvantaged Students	*	*	711	729	*	*	*	*	*	*	25%
Non-Economically Disadvantaged Students	*	*	708	756	*	*	*	*	*	*	57%
Students with Disabilities	N	N	696	716	N	N	N	N	N	N	13%
Students without Disabilities	23	759	*	752	0%	0%	*	*	*	70%	52%
English Learners	N	N	698	710	N	N	N	N	N	N	*
Non-English Learners	23	759	*	749	0%	0%	*	*	*	70%	*
Homeless Students	N	N	*	718	N	N	N	N	N	N	16%
Students in Foster Care	N	N	*	712	N	N	N	N	N	N	12%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	49%
Migrant Students	N	N	*	720	N	N	N	N	N	N	11%

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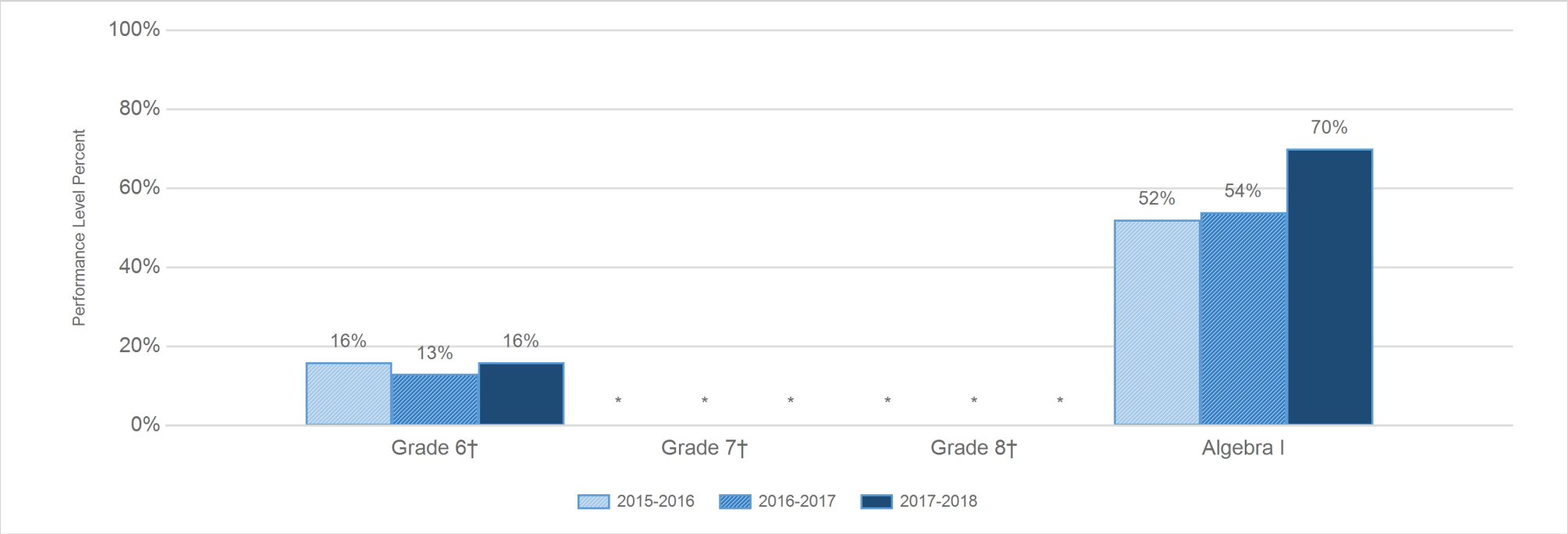
Mathematics Assessment – Performance Trends

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



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

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DLM Alternate Assessment - Participation

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

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

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	10.7%	46.8%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	62	*	*
3-4	34	*	*
5 or more	11	*	*

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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	236
7	0	0	211
8	25	0	174
Total	25	0	621

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	234	0	0	0	0	0	0
7	203	0	0	0	0	0	0
8	187	0	0	0	0	0	0
Total	624	0	0	0	0	0	0

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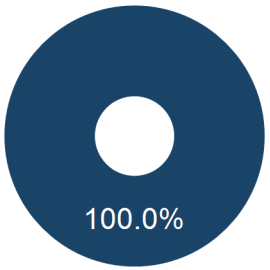
Visual and Performing Arts – Course Participation

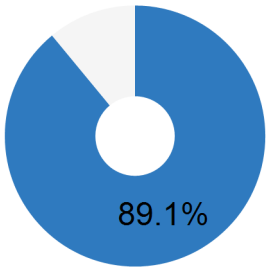
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

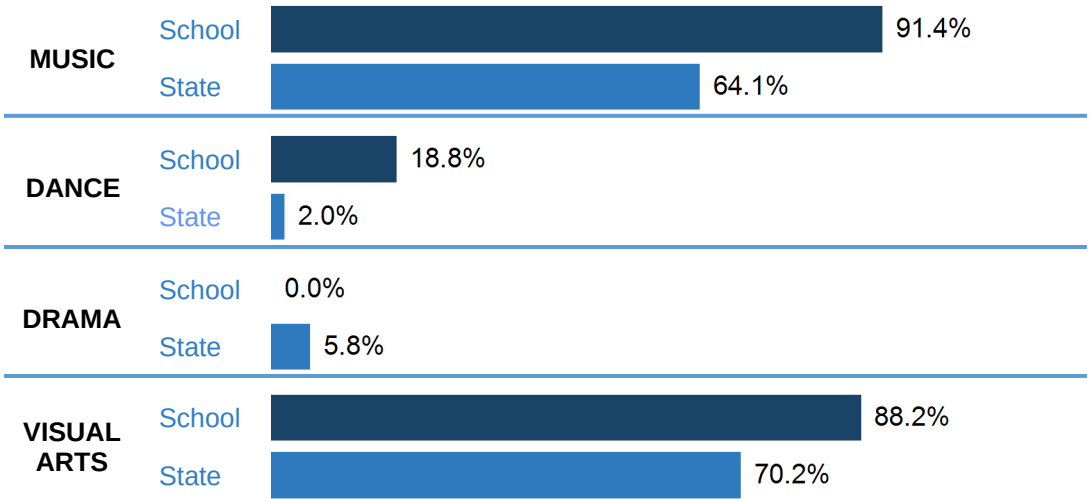


School



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.

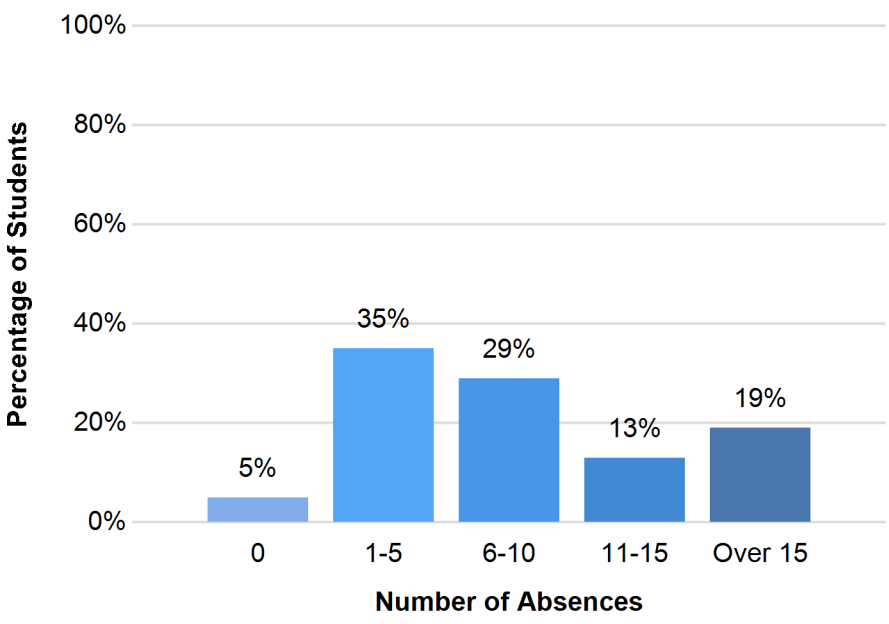
Chronic Absenteeism

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	105	16.4	9.5	Not Met
White	*	*	**	**
Hispanic	58	15.6	9.5	Not Met
Black or African American	46	18.0	9.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	1	10.0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Economically Disadvantaged Students	98	17.4	9.5	Not Met
Students with Disabilities	28	21.2	9.5	Not Met
English Learners	17	15.9	9.5	Not Met

Days Absent

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



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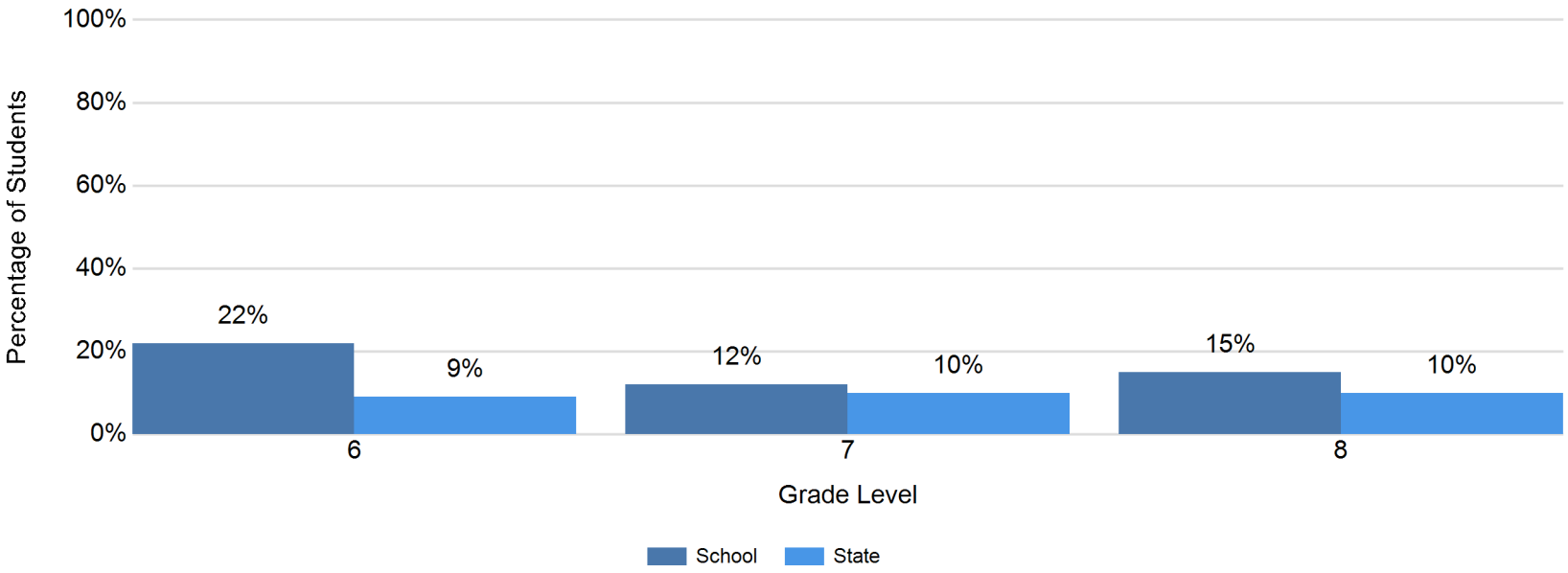
Chronic Absenteeism by Grade

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



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

Violence, Vandalism, HIB, and Substance Offenses

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

Incident Type	Number of Incidents
Violence	6
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
Total Unique Incidents	9
Incidents Per 100 Students Enrolled	1.41

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	1
Vandalism	1
Substances	1
Harassment, Intimidation, Bullying (HIB)	0
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	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

The first table shows, by removal type, the number and percentage of students who received disciplinary removals during the school year. Removal types include students receiving one or more in-school suspensions, one or more out-of-school suspensions, one or more suspension of any type, removal to another school or other educational program, expulsion with no further educational services, or arrest. The second table shows the total number of days missed due to out-of-school suspension for all students during the school year.

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	11	1.7%
Any Suspension	11	1.7%
Removal to other education program	*	*
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
43

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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	8:25 AM
Typical End Time	2:55 PM
Length of School Day	6 Hrs 30 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	N

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)	$1,111	$15,263	$16,374

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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	50	117,464
Average years experience in public schools	9.8	12.0
Average years experience in district	8.1	10.7
Teachers in district for 4 or more years	62.0%	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	55	9,374
Average years experience in public schools	14.6	16.0
Average years experience in district	10.3	12.0
Administrators in district for 4 or more years	71.7%	76.2%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	13:1	14:1
Students to Administrators	319:1	241:1
Teachers to Administrators	25:1	17:1
Students to Librarians/Media Specialists		946:1
Students to Nurses		552:1
Students to Counselors		414:1
Students to Child Study Team		358:1

NJ SCHOOL PERFORMANCE REPORT

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(21-5210-301)
Grades Offered: 06-08
2017-2018

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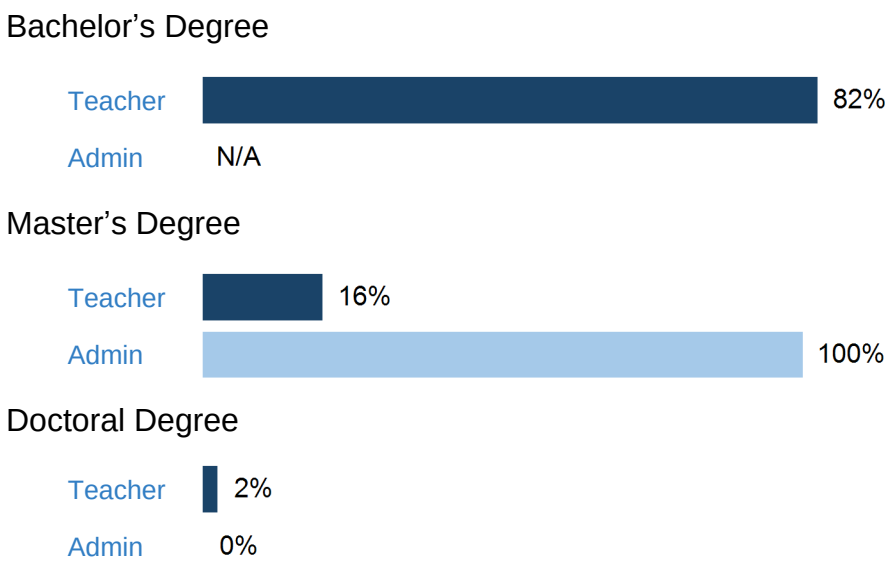
Key terms for staff data:
Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)
Teachers: All classroom teachers
Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other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

Teachers 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	91.0%	90.2%
2016-17 Administrators: Same district 2017-18	87.0%	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	96.0%

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Teachers: All classroom teachers
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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	64.0%	50.0%
Male	36.0%	50.0%
White	58.0%	0.0%
Hispanic	0.0%	0.0%
Black or African American	40.0%	100.0%
Asian	0.0%	0.0%
American Indian or Alaska Native	2.0%	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	6.52	15.0%
Mathematics Proficiency	3.61	15.0%
English Language Arts Growth	23.46	20.0%
Mathematics Growth	51.10	20.0%
Progress Towards English Language Proficiency	0.85	20.0%
Chronic Absenteeism	10.97	10.0%
Summative Score: Sum of all indicator scores multiplied by indicator weights	17.70	n/a
Summative Rating: Percentile Rank of Summative Score	6.64	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	Not Met	Not Met	Met Standard	Met Standard	Not Met	Not Met	No
White	**	**	No	**	**	**	**	n/a	**	No
Hispanic	32.45	14.08	No	Not Met	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Black or African American	35.15	14.08	No	Met Target†	Not Met	Not Met	Met Standard	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	No	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	No	**	**	**	**	n/a	**	No
Two or More Races	**	**	No	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	32.36	14.08	No	Met Target†	Not Met	Met Standard	Met Standard	n/a	Not Met	No
Students with Disabilities	19.63	14.08	No	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	18.45	14.08	No	Met Target	Not Met	Met Standard	Met Standard	Met Standard	Not Met	No

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

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School Narrative

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

Highlights:	• The school earned accolades for its drastic reduction in chronic absenteeism from 23% to an average of 7% • The school petitioned and was granted approval to change the school's name to a school of the arts.
Mission, Vision, Theme:	The mission of the HWMSA is to foster constructive use of the arts as a means of personal expression. Students will learn in a safe, nurturing, artistically creative and academically challenging environment. By providing exposure to a diversified curriculum, on and off-campus learning experiences and opportunities to collaborate with qualified professionals, students attending the HWMSA will be promoted to the next grade ready and prepared to succeed in high school
Awards, Recognition, Accomplishments:	NJDOE Recognition for significant progress toward improving attendance/decreasing chronic absenteeism; Cited in Federal ESSA; Advocates for Children of NJ recognition; Asthma Friendly School Recognition; Creatively STEAM Scholarship; Sustainable Jersey for Schools & PSEG Grant recipients; Future City Competition.

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Courses, Curriculum, Instruction:	Students benefit daily from academic programming that supports a rigorous curriculum, best instructional practices and data informed decision making. Common Core State Standards and mandated curricula are used. Literacy is the basis for all coursework, focusing on a mini lesson structure, grade level and content area texts, close reading and daily independent reading/writing. 6th grade accelerated math and Algebra I are offered to qualified students.
Clubs and Activities:	Clubs: Art, Choir, Dance, Drama, Green Team, Health & Fitness, Quilting, Reading, Robotics, & Student Government. As a school of the arts, students will engage in multiple (instrumental & vocal) music, dance and art exhibitions. Tutoring is offered in most content areas. "Paws for a Cause" is the school's service learning component.

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Staff and Professional Learning:	Staff members participate in a wide variety of on-site and on-location professional development sessions provided by school and district administrators, content Leaders, and vendors like The Foundation for Educational Administration. Partnerships exist with The Bonners at Rider University and the College of New Jersey, Sustainable Jersey, McCarter Theatre, The Metropolitan Opera Guild, Bucks Air, Young Audiences NJ and local Guest Artists who all offer staff professional learning opportunities.

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Student Supports and Services:	Understanding the variety of student needs, HWMSA offers multiple inclusive, self contained and out-of-class replacement services for special populations. Counseling, ESL, tutoring, mentoring and Intervention & Referral Services are offered for additional academic, personal, social and emotional supports for students.
Student Health and Wellness:	Students participate in a universal free breakfast program, Health & Physical Education every other day (including swimming in our indoor pool), outdoor campus time when possible, a Fitness Club, a Green Team, and many other health and wellness related after school activities including sports. Dance as a class has been offered since the Fall of 2017.
Parent and Community Involvement:	Effective schools are a result of family, school staff and community partnerships. At HWMSA we have worked to establish lasting relationships with the community at-large. Parents/Caregivers/Extended families are an integral part of our students' and school's success. To support parent learning, we offer online ESL classes and opportunities to help us maintain a positive and safe environment as Parents on Patrol or as members of the Parent Teacher Organization (PTO).

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Facilities:	This 1939 historical building houses an indoor pool, a full stage in the auditorium (to be updated in the winter of 2017), an oversized gymnasium (to be updated in 2018), a media center, Performance Studio, Language Learning Center, a STEAM Lab and a Harmony room. The school colors of orange and black are prevalent throughout the school.

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Other Information:	We believe that the visual and performing arts promote students' individuality and social development while helping them to utilize various vehicles for problem-solving and sharing. The arts promote the formation of real life connections and opportunities for appropriate self-expression. Partnering with the central high school (Chambers) Visual & Performing Arts Academy, higher education institutions and arts organizations allows us to provide relatable mentors, tutors and rich academic and arts opportunities. At the beginning of each school day the whole school meets together to communicate any important upcoming events and information. Students follow a four block schedule which rotates on an A/B schedule. Language Arts and Mathematics meet every day, while Science/Social studies and specials meet on opposing days. Students are expected to wear the district uniform for middle school students of powder blue collared shirts and black bottoms, as well as fully enclosed footwear.