



# William Annin Middle School (35-0350-055)

2023-2024

County: Somerset

District: Bernards Township School District

70 Quincy Road  
Basking Ridge, NJ 07920-2245

Principal: Ms. Karen Hudock

[School Website](#)

908-204-2610



1,124  
Total Students



06-08  
Grades Offered

## Overview & Resources

The School Performance Reports reflect the New Jersey Department of Education's (NJDOE) commitment to providing parents, students, and school communities with a large variety of information about each school and district. These reports can be used as a tool to help evaluate whether all students have equitable access to high quality education. We encourage you to use these reports to:

- **Learn more** about the school and the district
- **Start conversations** with school community members and ask questions
- **Engage** with school communities to identify where schools are doing well and where they can improve

**Important Note for 2023-24 Reports:** The NJDOE recommends caution in comparing data from year to year over the last several years.

**School Performance Report Resources:** The NJDOE has several resource documents that can help you understand and use the School Performance Reports, which can also be found under the "Resource Documents" link at the top of the page:

- One-page guides to help start conversations for [school board members](#), [administrators](#), [educators](#), [elementary](#), and [middle and high school families](#)
- [Reference Guide](#) with details on all the data in these reports
- [Frequently Asked Questions](#)
- [Understanding Adjusted Cohort Graduation Rates](#)
- [Understanding Student Growth Percentiles](#)
- [Data Privacy Rules](#) (why you see \*s and N's in the reports)

Let the NJDOE know how we can improve future reports by taking our [feedback survey](#). Contact [reportcard@doe.nj.gov](mailto:reportcard@doe.nj.gov) with any questions about the reports

## Overview & Resources

### School Contact Information

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

Type	Contact Information
County	Somerset
District	Bernards Township School District
Principal Name	Ms. Karen Hudock
Address	70 Quincy Road, Basking Ridge, NJ 07920-2245
Phone Number	<a href="tel:908-204-2610">908-204-2610</a>
Email Address	<a href="mailto:khudock@bernardsboe.com">khudock@bernardsboe.com</a>
Website	<a href="http://williamannin.bernardsboe.com/">http://williamannin.bernardsboe.com/</a>
Facebook	<a href="https://www.facebook.com/p/William-Annin-Middle-School-100063993009250/">https://www.facebook.com/p/William-Annin-Middle-School-100063993009250/</a>
Twitter	<a href="https://twitter.com/WAMSBTSD">https://twitter.com/WAMSBTSD</a>

## Demographics

Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students who attend programs at other schools or outside of the district are not included in enrollment counts and percentages.

### Enrollment Trends by Grade

This table shows the number of students enrolled by grade for the past three school years. Any students enrolled outside of the grades offered will be included in the total enrollment.

Grade	2021-22	2022-23	2023-24
6	364	380	368
7	381	369	384
8	394	383	372
<b>Total</b>	<b>1,139</b>	<b>1,132</b>	<b>1,124</b>

### Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Student Group	2021-22	2022-23	2023-24
Female	47.0%	48.0%	47.0%
Male	53.0%	52.0%	53.0%
Non-Binary/Undesignated Gender	≤1%	≤1%	≤1%
Economically Disadvantaged Students	1.8%	1.8%	2.4%
Students with Disabilities	11.3%	13.2%	12.0%
Multilingual Learners	1.8%	2.2%	2.4%
Students Experiencing Homelessness	0.0%	0.0%	0.0%
Students in Foster Care	0.0%	0.0%	0.0%
Military-Connected Students	0.2%	0.4%	0.3%
Migrant Students	0.0%	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.

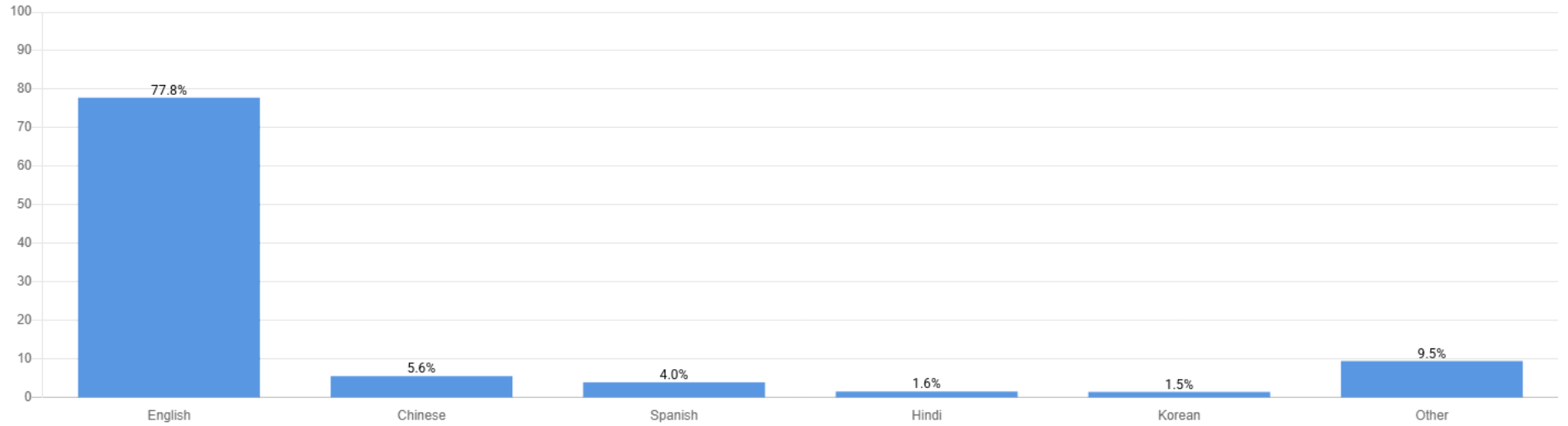
Racial And Ethnic Group	2021-22	2022-23	2023-24
White	52.6%	49.9%	47.4%
Hispanic	8.3%	9.0%	9.2%
Black or African American	0.5%	0.7%	1.1%
Asian	34.5%	36.9%	37.9%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.3%
Two Or More Races	4.0%	3.4%	4.2%

## Demographics

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### 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. To see this data in a table, click the Table View option below the chart.



## Student Growth

Student growth is a measure of how much students are learning each year. New Jersey's ESSA state plan outlines that academic progress will be measured with school's median student growth percentile (mSGP) on statewide ELA and mathematics assessments. Each individual student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7. The SGP measures their academic progress from one year to the next compared to other students with similar prior test scores (academic peers).

A student's SGP falls between 1 and 99 and can be grouped into three levels. An SGP below 35 indicates low growth, an SGP between 35 and 65 indicates typical growth, and an SGP greater than 65 indicates high growth. If the SGPs for all students are ordered from smallest to largest, the mSGP is the percentile in the middle of the list.

The [NJDOE Student Growth page](#) has more information about SGPs and mSGPs, including a video that explains how both SGPs and mSGPs are calculated.

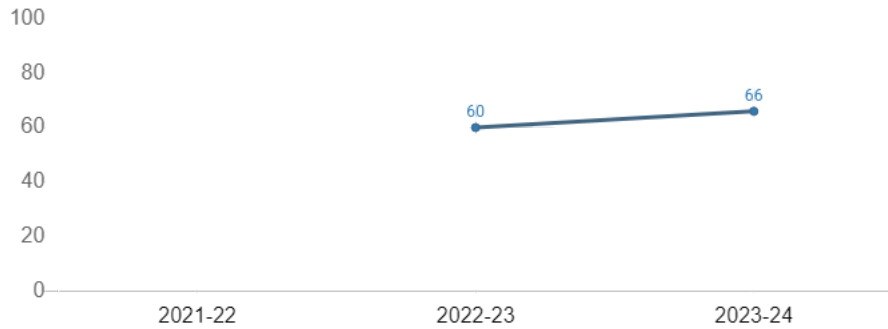
**Important Note for 2023-24:** Student growth data is not available for the 2019-2020, 2020-2021, and 2021-2022 school years due to federal waivers and assessment cancellations. An alternate measure of academic progress, or growth, called Relative School Improvement Measure (RSIM) was used for the 2021-2022 school year only.

### Student Growth Trends and Progress

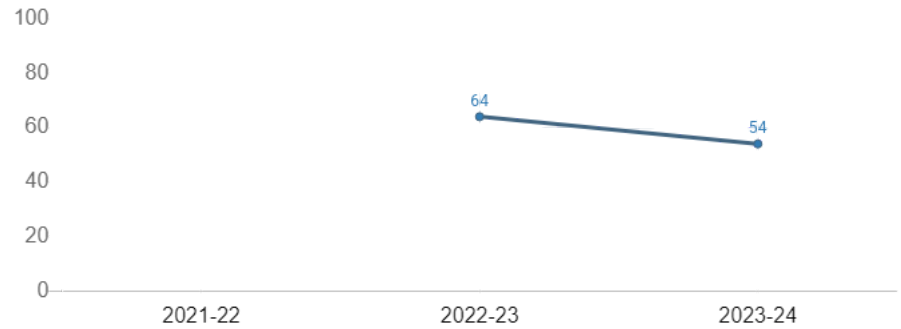
These graphs illustrate trends in student growth over the last three years. Student growth is measured by median student growth percentile. The table below tells us how student growth over the last three years compares to the state standard of 40-59.5 and to the statewide median.

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**ELA Median Student Growth Percentile**



**Math Median Student Growth Percentile**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Median Student Growth Percentile		60	66		64	54
Met Standard (40-59.5)?		Exceeds Standard	Exceeds Standard		Exceeds Standard	Met Standard
Statewide: Median Student Growth Percentile		50	50		50	50

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### Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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	66	67	50	Exceeds Standard	54	56	50	Met Standard
White	62	64	50	Exceeds Standard	49	51	51	Met Standard
Hispanic	61	61	49	Exceeds Standard	51.5	52	48	Met Standard
Black or African American	68.5	71	47	**	*	53	46	**
Asian, Native Hawaiian, or Pacific Islander	75	72	59	Exceeds Standard	60	62	60	Exceeds Standard
American Indian or Alaska Native	*	*	50	**	*	*	50	**
Two or More Races	71	71	50	Exceeds Standard	54	56	51	Met Standard
Female	68	70	52		50	54	50	
Male	63	63	48		56	57	50	
Non-Binary/Undesignated Gender	N	*	44		N	*	45.5	
Economically Disadvantaged Students	68.5	68	48	Exceeds Standard	74	59	48	**
Students with Disabilities	56	57	43	Met Standard	52	47	44	Met Standard
Multilingual Learners	71	66	50	Exceeds Standard	46.5	50	50	Met Standard
Students Experiencing Homelessness	N	N	43		N	N	45	
Students in Foster Care	N	N	40		N	N	47	
Military-Connected Students	*	*	47.5		*	*	51	
Migrant Students	N	N	53		N	N	44	

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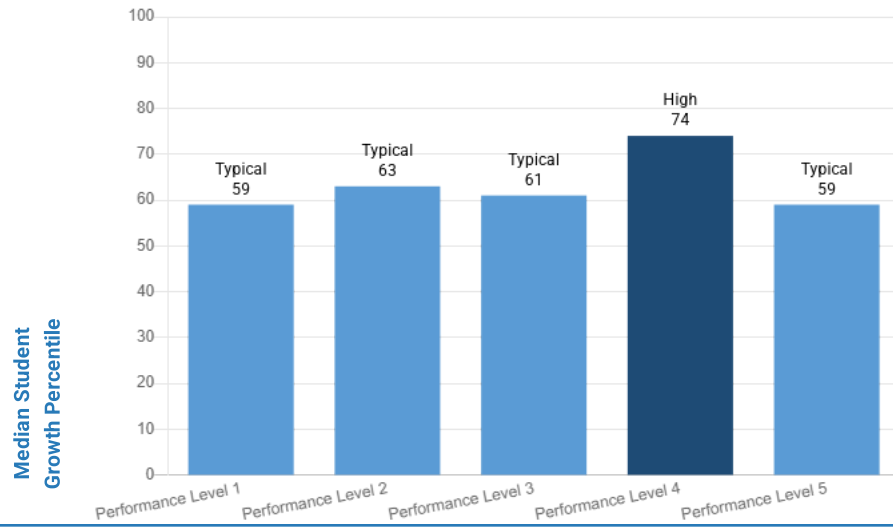
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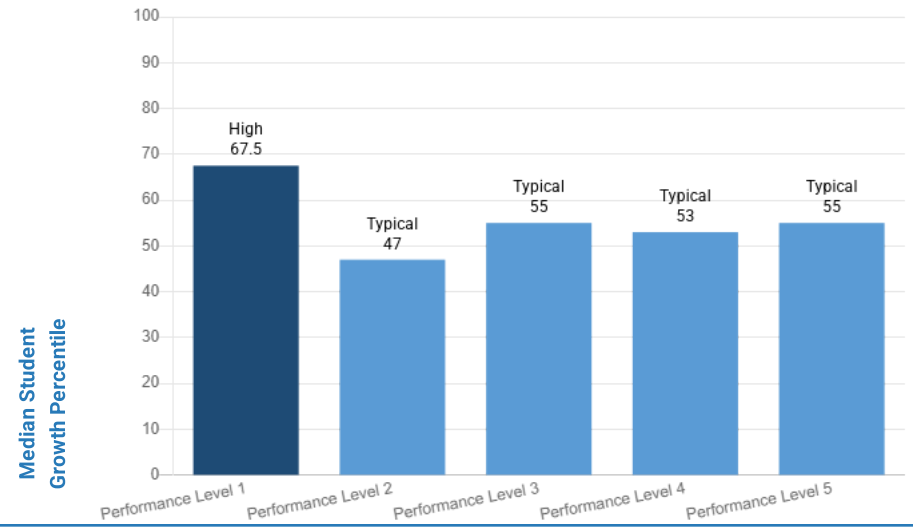
### Student Growth by Performance Level

These graphs show the median Student Growth Percentiles (mSGPs) for students based on a student's prior year performance level on the New Jersey Student Learning Assessment (NJSLA) for English language arts (ELA) and mathematics.

#### ELA



#### Math



## Student Growth

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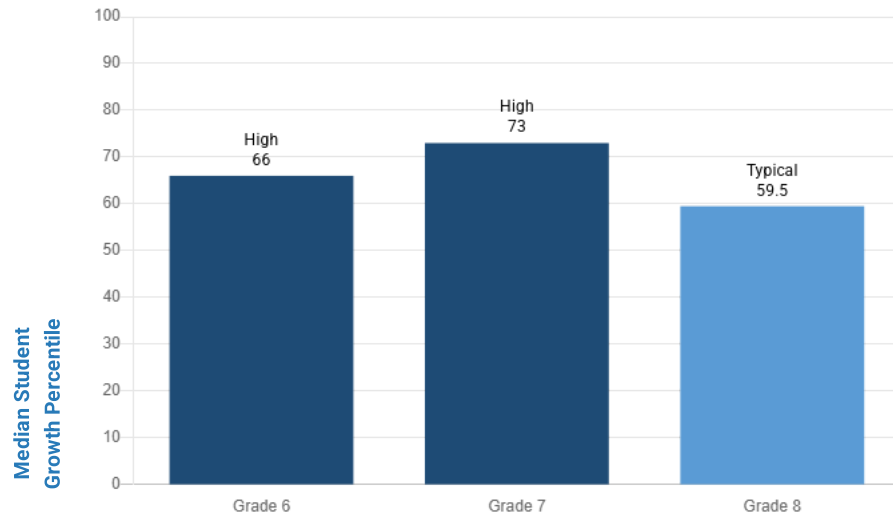
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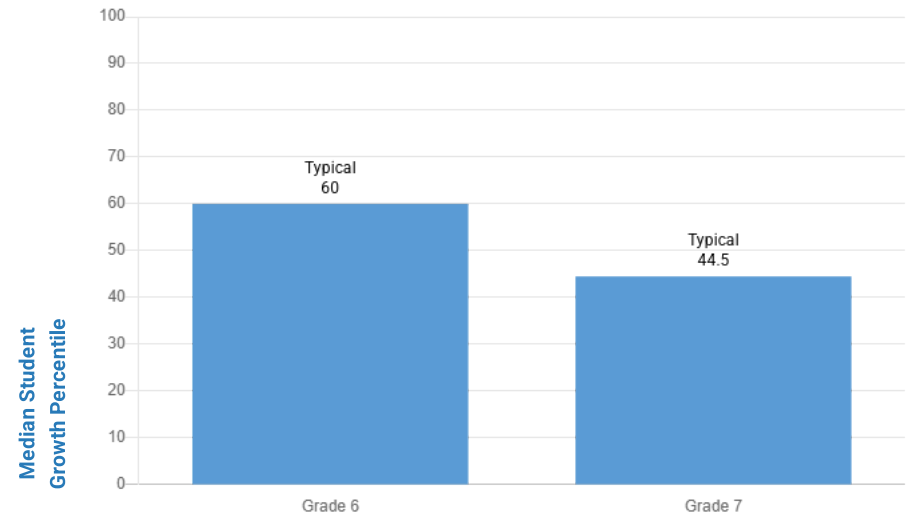
### Student Growth by Grade

These graphs show the median Student Growth Percentile for students in each grade for English Language Arts (ELA) and mathematics.

#### ELA



#### Math



## Academic Achievement

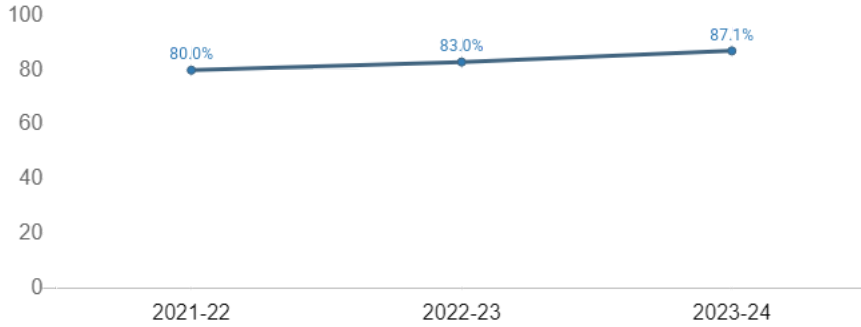
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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

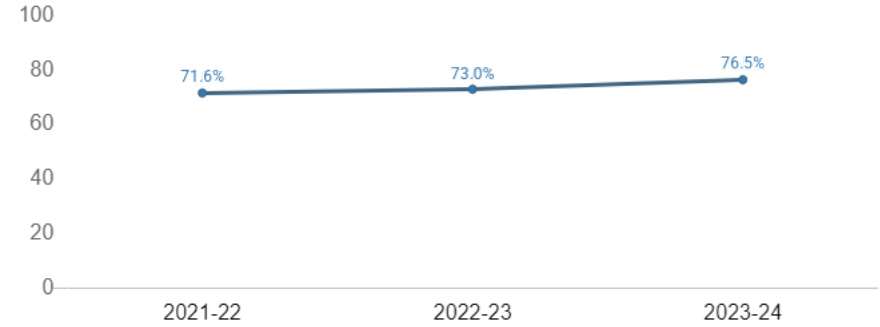
### English Language Arts and Mathematics Performance Trends

These graphs show trends in the Proficiency Rate for Federal Accountability over the last three years. The data includes the results of students taking both the New Jersey Student Learning Assessment (NJSLA) and the DLM alternate assessment for English language arts (ELA) and mathematics. The Proficiency Rate for Federal Accountability measures the percentage of students who met or exceeded expectations on the assessments (NJSLA or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. Students who were enrolled for less than half a school year are excluded from performance results. The table below provides participation rates, proficiency rates, annual targets and status in meeting the targets, and statewide proficiency rates.

**ELA Proficiency Rate for Federal Accountability**



**Math Proficiency Rate for Federal Accountability**



Performance Measure	2021-22 ELA	2022-23 ELA	2023-24 ELA	2021-22 Math	2022-23 Math	2023-24 Math
Participation Rate	98.8%	99.6%	99.4%	99.1%	99.6%	99.4%
Proficiency Rate for Federal Accountability	80.0%	83.0%	87.1%	71.6%	73.0%	76.5%
Annual Target	68.8%	69.5%	83.6%	64.7%	65.7%	73.9%
Met Annual Target?	Met Goal	Met Goal	Met Goal	Met Target	Met Target	Met Target
Statewide Proficiency Rate for Federal Accountability	49.0%	51.3%	52.2%	36.0%	38.2%	40.2%

† Target was met within a confidence interval.

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English language arts (ELA) both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results for ELA include only students in grades 3 through 9. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	1,110	99.4%	87.1%	83.9%	52.2%	87.1%	83.6%	Met Goal
White	537	99.3%	84.7%	80.5%	61.8%	84.7%	80.1%	Met Goal
Hispanic	98	100%	72.4%	71.2%	38%	72.4%	72.4%	Met Target
Black or African American	*	100%	91.7%	88.9%	35.9%	91.7%	**	**
Asian, Native Hawaiian, or Pacific Islander	414	99.3%	93%	90.8%	79.9%	93%	91.4%	Met Goal
American Indian or Alaska Native	*	*	*	*	51.2%	*	**	**
Two or More Races	46	100%	91.3%	87.8%	59.4%	91.3%	81.7%	Met Goal
Female	*	99.2%	90.4%	87.5%	57.7%	90.4%		
Male	*	99.5%	84.3%	80.6%	47%	84.3%		
Non-binary/undesignated gender	*	*	*	*	69.6%	*		
Economically Disadvantaged Students	22	100%	77.3%	55.8%	34.6%	77.3%	N	N
Non-Economically Disadvantaged Students	1,088	99.4%	87.3%	84.4%	62.8%	87.3%		
Students with Disabilities	136	95.1%	39%	42%	19.8%	39%	31.5%	Met Target
Students without Disabilities	974	100%	93.8%	90%	59.4%	93.8%		
Multilingual Learners	39	100%	66.7%	63.6%	23.1%	66.7%	67.8%	Met Target†
Non-Multilingual Learners	1,071	99.4%	87.9%	84.9%	56.2%	87.9%		
Students Experiencing Homelessness	*	*	*	*	21.9%	*		
Students in Foster Care	*	*	*	*	19.3%	*		
Military-Connected Students	*	*	*	*	48.2%	*		
Migrant Students	*	*	*	*	13.3%	*		

† Target was met within a confidence interval.

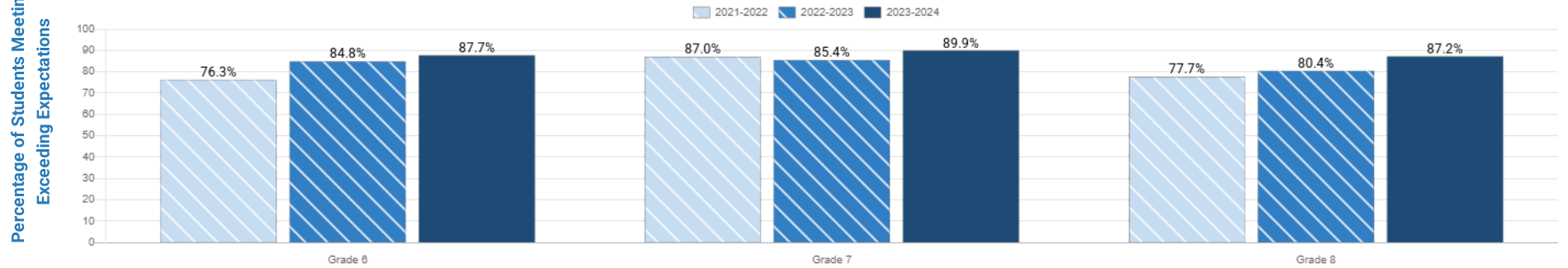
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### English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the New Jersey Student Learning Assessment (NJSLA) for English Language Arts (ELA) for the past three years.



## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 6

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	358	786	786	751	1%	3%	8%	38%	49%	88%	53%
White	156	783	783	760	1%	3%	11%	40%	45%	85%	63%
Hispanic	31	760	760	738	3%	10%	16%	58%	13%	71%	39%
Black or African American	*	*	*	735	*	*	*	*	*	*	35%
Asian, Native Hawaiian, or Pacific Islander	140	795	795	778	2%	0%	4%	30%	64%	94%	82%
American Indian or Alaska Native	*	*	*	748	*	*	*	*	*	*	49%
Two or More Races	22	786	786	758	0%	5%	5%	45%	45%	91%	60%
Female	*	791	791	756	1%	4%	7%	30%	57%	88%	59%
Male	*	782	782	746	2%	1%	9%	45%	43%	88%	48%
Non-binary/undesignated gender	*	*	*	753	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	*	735	*	*	*	*	*	*	35%
Non-Economically Disadvantaged Students	*	786	786	761	1%	2%	9%	38%	50%	88%	65%
Students with Disabilities	33	737	737	719	9%	21%	30%	36%	3%	39%	17%
Students without Disabilities	325	791	791	758	1%	1%	6%	38%	54%	93%	60%
Multilingual Learners	*	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	787	787	754	1%	2%	8%	38%	50%	89%	57%
Students Experiencing Homelessness	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	22%
Military-Connected Students	*	*	*	754	*	*	*	*	*	*	55%
Migrant Students	*	*	*	712	*	*	*	*	*	*	29%

## Academic Achievement

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### English Language Arts Assessment - Performance By Grade: Grade 7

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	376	795	795	752	2%	3%	5%	24%	66%	90%	54%
White	179	789	789	761	2%	3%	6%	31%	58%	89%	64%
Hispanic	34	773	773	737	3%	9%	21%	24%	44%	68%	39%
Black or African American	*	*	*	734	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	149	808	808	785	2%	1%	1%	15%	81%	97%	84%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	51%
Two or More Races	13	784	784	759	0%	8%	8%	23%	62%	85%	60%
Female	*	800	800	758	2%	1%	3%	24%	70%	94%	60%
Male	*	790	790	746	3%	4%	7%	24%	62%	86%	48%
Non-binary/undesignated gender	*	*	*	754	*	*	*	*	*	*	53%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	795	795	762	2%	2%	5%	24%	66%	90%	64%
Students with Disabilities	46	741	741	715	17%	17%	20%	37%	9%	46%	18%
Students without Disabilities	330	802	802	759	0%	1%	3%	22%	74%	96%	61%
Multilingual Learners	*	*	*	700	*	*	*	*	*	*	*
Non-Multilingual Learners	*	796	796	756	2%	2%	5%	24%	66%	91%	58%
Students Experiencing Homelessness	*	*	*	717	*	*	*	*	*	*	21%
Students in Foster Care	*	*	*	712	*	*	*	*	*	*	17%
Military-Connected Students	*	*	*	747	*	*	*	*	*	*	50%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### English Language Arts Assessment - Performance By Grade: Grade 8

This table shows performance on the English Language Arts (ELA) section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	367	787	787	751	2%	2%	9%	42%	45%	87%	53%
White	194	778	778	760	3%	2%	13%	49%	34%	83%	62%
Hispanic	33	773	773	736	6%	6%	9%	55%	24%	79%	39%
Black or African American	*	*	*	735	*	*	*	*	*	*	37%
Asian, Native Hawaiian, or Pacific Islander	123	803	803	783	0%	1%	5%	28%	67%	94%	82%
American Indian or Alaska Native	*	*	*	754	*	*	*	*	*	*	52%
Two or More Races	12	801	801	757	0%	0%	0%	33%	67%	100%	59%
Female	*	794	794	759	1%	1%	8%	37%	54%	91%	60%
Male	*	780	780	743	3%	3%	11%	47%	37%	84%	46%
Non-binary/undesignated gender	*	*	*	766	*	*	*	*	*	*	63%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	36%
Non-Economically Disadvantaged Students	*	788	788	761	1%	2%	9%	42%	46%	88%	63%
Students with Disabilities	41	738	738	713	15%	12%	32%	39%	2%	41%	16%
Students without Disabilities	326	793	793	758	0%	0%	6%	42%	51%	93%	60%
Multilingual Learners	*	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	788	788	755	1%	2%	9%	42%	46%	88%	56%
Students Experiencing Homelessness	*	*	*	719	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	708	*	*	*	*	*	*	14%
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	43%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Participation and Performance

This table shows performance on statewide assessments for mathematics both overall and by student group. It includes the results of students taking both the NJSLA and DLM. NJSLA results include students taking end-of-grade assessments in grades 3 through 8, as well as end-of-course assessments (Algebra I, Geometry, Algebra II) in middle school and high school. High school mathematics assessment results include all results for Algebra I and Geometry and/or Algebra II results only for students who took Algebra I in middle school and who are enrolled in their first high school mathematics course that corresponds to an end-of-course assessment. Students who were enrolled for less than half a school year are excluded from performance results. Student are considered to have met or exceeded expectations if they score at Level 4 or 5 on the NJSLA or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students who met or exceeded expectations and a proficiency rate used for federal accountability. The proficiency rate for federal accountability will be lower if the participation rate is below 95%. This table also shows status in meeting annual targets. Annual targets are specific to each student group, school, and district and represent the expected proficiency needed to stay on track to meet long-term goals. Student groups 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 the [NJDOE Accountability page](#). More information and additional data can also be found on the [NJDOE Academic Achievement page](#).

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	Annual Target	Met Annual Target
Schoolwide	1,112	99.4%	76.5%	74.3%	40.2%	76.5%	73.9%	Met Target
White	537	99.3%	71.3%	68.8%	51.1%	71.3%	65.3%	Met Target
Hispanic	100	100%	55%	54.4%	24.2%	55%	60%	Met Target†
Black or African American	*	100%	41.7%	51.9%	20.1%	41.7%	**	**
Asian, Native Hawaiian, or Pacific Islander	414	99.3%	89.9%	86.2%	74.4%	89.9%	89.1%	Met Goal
American Indian or Alaska Native	*	*	*	*	42%	*	**	**
Two or More Races	46	100%	71.7%	79.4%	48.9%	71.7%	79.6%	Met Target†
Female	*	99.2%	74.4%	72.1%	38.4%	74.4%		
Male	*	99.5%	78.4%	76.2%	42%	78.4%		
Non-binary/undesignated gender	*	*	*	*	47.3%	*		
Economically Disadvantaged Students	22	100%	68.2%	51.1%	21.7%	68.2%	N	N
Non-Economically Disadvantaged Students	1,090	99.4%	76.7%	74.7%	51.5%	76.7%		
Students with Disabilities	136	95.1%	27.2%	33.3%	16.6%	27.2%	21.9%	Met Target
Students without Disabilities	976	100%	83.4%	80.2%	45.4%	83.4%		
Multilingual Learners	42	100%	54.8%	57.9%	18.7%	54.8%	61.8%	Met Target†
Non-Multilingual Learners	1,070	99.4%	77.4%	75.1%	43.5%	77.4%		
Students Experiencing Homelessness	*	*	*	*	12.9%	*		
Students in Foster Care	*	*	*	*	12.4%	*		
Military-Connected Students	*	*	*	*	38.8%	*		
Migrant Students	*	*	*	*	<10%	*		

† Target was met within a confidence interval.

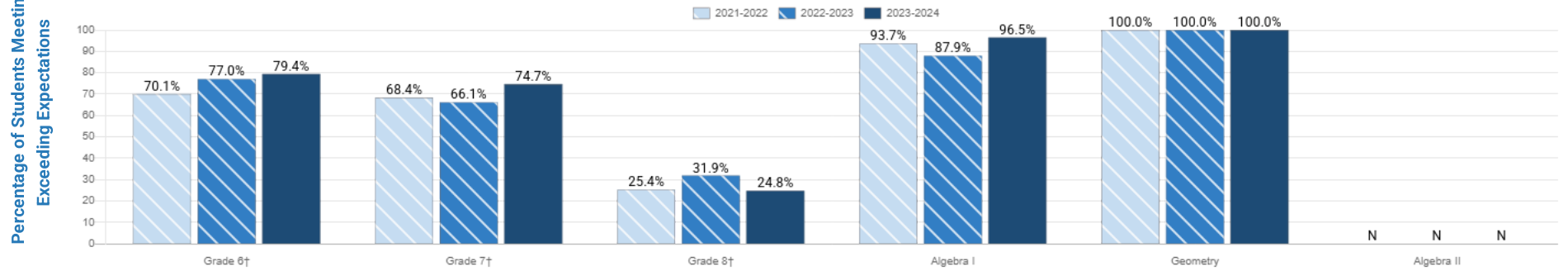
## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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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 New Jersey Student Learning Assessment (NJSLA) for Mathematics 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.

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Performance By Grade: Grade 6

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

Students in sixth grade who were enrolled in an Algebra I or Geometry course were required to take both the corresponding end-of-course assessment (Algebra I or Geometry) and the Grade 6 mathematics assessment. The results of the Grade 6 mathematics assessment are included in this data. The Algebra I or Geometry results will be used when the student is in grade 9.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	359	774	774	737	1%	4%	15%	47%	32%	79%	36%
White	156	768	768	746	1%	6%	17%	54%	23%	77%	47%
Hispanic	32	749	749	723	6%	16%	34%	31%	13%	44%	20%
Black or African American	*	*	*	718	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	140	787	787	768	1%	1%	6%	45%	47%	92%	73%
American Indian or Alaska Native	*	*	*	735	*	*	*	*	*	*	33%
Two or More Races	22	775	775	743	0%	0%	32%	36%	32%	68%	45%
Female	*	771	771	736	1%	6%	17%	45%	30%	75%	34%
Male	*	776	776	738	1%	3%	14%	48%	34%	83%	38%
Non-binary/undesignated gender	*	*	*	733	*	*	*	*	*	*	36%
Economically Disadvantaged Students	*	*	*	721	*	*	*	*	*	*	17%
Non-Economically Disadvantaged Students	*	774	774	747	1%	4%	15%	46%	33%	79%	48%
Students with Disabilities	33	736	736	714	12%	33%	15%	36%	3%	39%	12%
Students without Disabilities	326	778	778	741	0%	1%	15%	48%	35%	83%	41%
Multilingual Learners	*	*	*	707	*	*	*	*	*	*	*
Non-Multilingual Learners	*	775	775	740	1%	4%	15%	47%	33%	80%	39%
Students Experiencing Homelessness	*	*	*	711	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	739	*	*	*	*	*	*	37%
Migrant Students	*	*	*	704	*	*	*	*	*	*	13%

## Academic Achievement

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### Mathematics Assessment - Performance By Grade: Grade 7

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	316	763	763	739	3%	6%	16%	56%	18%	75%	37%
White	170	761	761	748	2%	5%	19%	59%	14%	74%	50%
Hispanic	33	751	751	728	3%	18%	24%	48%	6%	55%	23%
Black or African American	*	*	*	724	*	*	*	*	*	*	18%
Asian, Native Hawaiian, or Pacific Islander	100	774	774	764	2%	3%	9%	54%	32%	86%	72%
American Indian or Alaska Native	*	*	*	734	*	*	*	*	*	*	33%
Two or More Races	12	748	748	743	8%	17%	17%	58%	0%	58%	44%
Female	*	761	761	738	3%	6%	18%	63%	11%	74%	36%
Male	*	766	766	739	3%	7%	15%	50%	26%	76%	39%
Non-binary/undesignated gender	*	*	*	734	*	*	*	*	*	*	38%
Economically Disadvantaged Students	*	*	*	726	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	*	764	764	747	3%	6%	17%	57%	18%	75%	48%
Students with Disabilities	44	731	731	716	16%	32%	25%	27%	0%	27%	12%
Students without Disabilities	272	769	769	743	0%	2%	15%	61%	21%	82%	43%
Multilingual Learners	*	*	*	714	*	*	*	*	*	*	*
Non-Multilingual Learners	*	765	765	741	2%	5%	17%	57%	19%	76%	40%
Students Experiencing Homelessness	*	*	*	716	*	*	*	*	*	*	11%
Students in Foster Care	*	*	*	711	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	740	*	*	*	*	*	*	39%
Migrant Students	*	*	*	708	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Performance By Grade: Grade 8

This table shows performance on the mathematics section of the New Jersey Student Learning Assessment (NJSLA). The performance results in this table include all students who took the NJSLA, which includes students who were enrolled less than half a year.

These results only include students taking the grade level assessment, they do not include the results of students who took the Algebra I, Geometry, or Algebra II end-of-course assessments.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	117	729	729	719	20%	21%	34%	23%	2%	25%	19%
White	82	727	727	729	21%	23%	33%	22%	1%	23%	27%
Hispanic	20	728	728	713	25%	15%	30%	30%	0%	30%	13%
Black or African American	*	*	*	707	*	*	*	*	*	*	10%
Asian, Native Hawaiian, or Pacific Islander	11	743	743	740	9%	18%	36%	27%	9%	36%	40%
American Indian or Alaska Native	*	*	*	722	*	*	*	*	*	*	21%
Two or More Races	*	*	*	722	*	*	*	*	*	*	22%
Female	*	729	729	719	17%	23%	33%	25%	2%	27%	19%
Male	*	728	728	719	23%	19%	36%	21%	2%	23%	20%
Non-binary/undesignated gender	*	*	*	732	*	*	*	*	*	*	27%
Economically Disadvantaged Students	*	*	*	711	*	*	*	*	*	*	12%
Non-Economically Disadvantaged Students	*	729	729	725	19%	22%	35%	23%	2%	24%	25%
Students with Disabilities	35	708	708	702	*	*	*	*	*	*	*
Students without Disabilities	82	737	737	724	11%	17%	40%	29%	2%	32%	23%
Multilingual Learners	*	*	*	701	*	*	*	*	*	*	*
Non-Multilingual Learners	*	729	729	721	19%	20%	35%	25%	1%	26%	21%
Students Experiencing Homelessness	*	*	*	704	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	696	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	722	*	*	*	*	*	*	19%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

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### Mathematics Assessment - Performance By Test: Algebra I

This table shows performance on the NJSLA Algebra I end-of-course assessment. The performance results in this table include all students who took the NJSLA, it does not exclude students who were enrolled less than half a year.

This includes any students who were enrolled in an Algebra I course and took the Algebra I assessment in grades 7 through 12. Students in sixth grade who were enrolled in Algebra I course were required to take both the Algebra I and Grade 6 mathematics assessment. The results of their Algebra I assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	256	790	774	738	0%	0%	3%	70%	27%	96%	40%
White	109	782	764	748	0%	0%	4%	83%	14%	96%	51%
Hispanic	17	788	758	723	0%	0%	0%	88%	12%	100%	23%
Black or African American	*	*	*	719	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	117	800	792	773	0%	0%	3%	54%	43%	97%	77%
American Indian or Alaska Native	*	*	*	737	*	*	*	*	*	*	38%
Two or More Races	11	783	781	746	*	*	*	*	*	100%	49%
Female	*	787	770	737	0%	1%	4%	76%	20%	95%	39%
Male	*	793	778	739	0%	0%	3%	65%	32%	97%	41%
Non-binary/undesignated gender	*	*	*	738	*	*	*	*	*	*	45%
Economically Disadvantaged Students	*	*	*	722	*	*	*	*	*	*	22%
Non-Economically Disadvantaged Students	*	790	775	747	0%	0%	3%	69%	27%	96%	50%
Students with Disabilities	*	*	733	710	*	*	*	*	*	*	11%
Students without Disabilities	*	791	779	743	0%	0%	3%	70%	27%	97%	45%
Multilingual Learners	*	*	*	705	*	*	*	*	*	*	*
Non-Multilingual Learners	*	790	774	741	0%	0%	3%	70%	27%	96%	43%
Students Experiencing Homelessness	*	*	*	712	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	703	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	734	*	*	*	*	*	*	31%
Migrant Students	*	*	*	696	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### Mathematics Assessment - Performance By Test: Geometry

This table shows performance on the NJSLA Geometry end-of-course assessment. The performance results in this table include all students who took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

This includes any students who were enrolled in a Geometry course and took the Geometry assessment in grades 7 through 12. Students in sixth grade who were enrolled in a Geometry course were required to take both the Geometry and Grade 6 mathematics assessment. The results of their Geometry assessment are not included in these results but will be reported when the student is in grade 9.

Student Group	Valid Scores	School 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 or exceeded expectations	State: % of testers met or exceeded expectations
Schoolwide	58	783	767	750	0%	0%	0%	55%	45%	100%	53%
White	12	784	762	752	0%	0%	0%	50%	50%	100%	57%
Hispanic	*	*	762	735	*	*	*	*	*	*	29%
Black or African American	*	*	*	733	*	*	*	*	*	*	26%
Asian, Native Hawaiian, or Pacific Islander	45	783	771	765	0%	0%	0%	56%	44%	100%	77%
American Indian or Alaska Native	*	*	*	753	*	*	*	*	*	*	66%
Two or More Races	*	*	*	756	*	*	*	*	*	*	63%
Female	*	781	763	748	0%	0%	0%	64%	36%	100%	50%
Male	*	785	771	752	0%	0%	0%	48%	52%	100%	57%
Non-binary/undesignated gender	*	*	*	752	*	*	*	*	*	*	60%
Economically Disadvantaged Students	*	*	*	734	*	*	*	*	*	*	28%
Non-Economically Disadvantaged Students	*	783	767	754	0%	0%	0%	56%	44%	100%	60%
Students with Disabilities	*	*	*	727	*	*	*	*	*	*	24%
Students without Disabilities	*	783	767	751	0%	0%	0%	55%	45%	100%	54%
Multilingual Learners	*	*	*	716	*	*	*	*	*	*	11%
Non-Multilingual Learners	*	783	767	751	0%	0%	0%	55%	45%	100%	55%
Students Experiencing Homelessness	*	*	*	727	*	*	*	*	*	*	19%
Students in Foster Care	*	*	*	*	*	*	*	*	*	*	*
Military-Connected Students	*	*	*	743	*	*	*	*	*	*	44%
Migrant Students	*	*	*	*	*	*	*	*	*	*	*

## Academic Achievement

This section of the reports includes results on statewide assessments, including the New Jersey Student Learning Assessment (NJSLA), the Dynamic Learning Maps (DLM), and the ACCESS for ELLs assessment. For more information about New Jersey's statewide assessments, see the [NJDOE's Assessment page](#).

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### DLM Alternate Assessment - Participation

This table shows the number and percentage of students taking the Dynamic Learning Maps (DLM) alternate assessment, which tests academic progress in English Language Arts (ELA) and Mathematics for students with the most significant intellectual disabilities.

Grade	ELA: # Students Tested	ELA: Participation Rate	Math: # Students Tested	Math: Participation Rate
6	9	81.8%	9	81.8%
7	*	*	*	*
8	*	*	*	*

## Academic Achievement

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For detailed information showing comparisons of the percentage of students performing at each of the five NJSLA performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### English Language Proficiency Test - Participation and Performance

This table shows, by years in district, the number of multilingual learner students taking the ACCESS for ELLs Assessment for English language proficiency and the number and percentage of students tested who 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 Below 4.5	# Students with Overall Score of 4.5 or Above	% Students with Overall Score 4.5 or Above
0-2	17	9	52.9%	8	47.1%
3-4	*	*	*	*	*
5 or more	*	*	*	*	*

### English Language Progress to Proficiency

This table shows the percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. A student's expected growth is based on the student's initial year proficiency level and student growth expectations are increased by equal intervals each year so that the student meets the proficiency cut score of 4.5 within five years. The table shows the annual target for the percentage of students making expected growth and whether that target was met.

Student Group	Percent of English learners making expected growth to proficiency	Annual Target	Met Target?
Schoolwide/Multilingual Learners	61.1%	22.7%	**

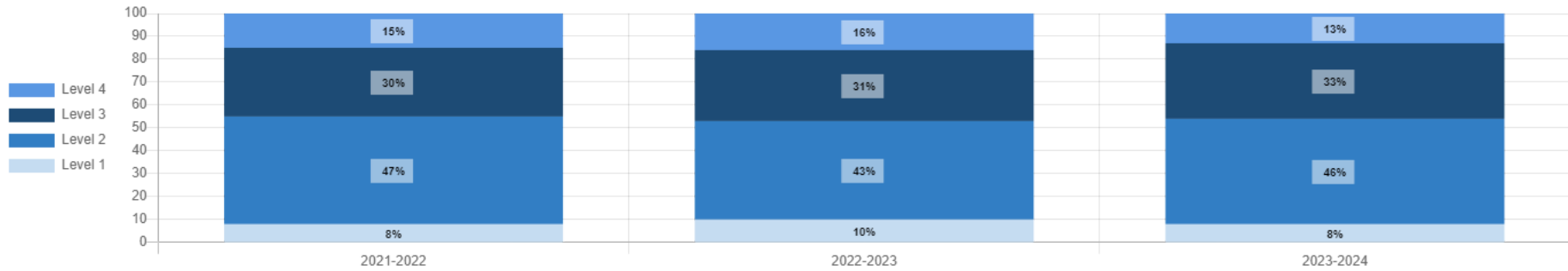
† Target was met within a confidence interval.

## Academic Achievement

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 grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results. For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 8 Summary

This table shows how students performed on the NJSLA Science assessment. Students scoring at Level 3 or 4 are considered proficient.



## Academic Achievement

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 grades 5, 8, and 11 take the NJSLA-Science assessment. Students receive a score of Level 1, 2, 3, or 4 where levels 3 and 4 represent proficiency. Visit the [NJSLA-Science website](#) for more information about NJSLA-S. These results do not include students who took the Dynamic Learning Maps (DLM) Science assessment. Visit the [assessment reports page](#) for DLM results.

For detailed information showing comparisons of the percentage of students performing at each of the four NJSLA-Science performance levels at the school, district and state-level, see data available on our [NJDOE Accountability webpage](#) under 2024 Accountability Data in the School & District Accountability section.

### NJSLA Science Assessment: Grade 8

This table shows how students performed on the NJSLA Science assessment for the school year, both overall and by student group. Students scoring at level 3 or 4 are considered proficient.

Student Group	School % Level 1	School % Level 2	School % Level 3	School % Level 4	State % Level 1	State % Level 2	State % Level 3	State % Level 4
Schoolwide	8%	46%	33%	13%	36%	45%	14%	5%
White	11%	55%	24%	9%	23%	52%	19%	6%
Hispanic	17%	49%	31%	3%	51%	42%	6%	1%
Black or African American	*	*	*	*	56%	38%	6%	1%
Asian, Native Hawaiian, or Pacific Islander	2%	33%	43%	23%	11%	42%	29%	18%
American Indian or Alaska Native	*	*	*	*	44%	37%	16%	4%
Two or More Races	0%	25%	67%	8%	27%	46%	19%	8%
Female	9%	44%	36%	11%	35%	47%	13%	4%
Male	7%	48%	29%	15%	37%	43%	14%	6%
Non-binary/undesignated gender	*	*	*	*	19%	44%	25%	12%
Economically Disadvantaged Students	*	*	*	*	53%	40%	5%	1%
Non-Economically Disadvantaged Students	7%	46%	33%	13%	26%	48%	19%	7%
Students with Disabilities	44%	54%	0%	2%	67%	29%	3%	1%
Students without Disabilities	4%	45%	37%	14%	30%	48%	16%	6%
Multilingual Learners	*	*	*	*	75%	24%	1%	0%
Non-Multilingual Learners	8%	46%	33%	13%	32%	47%	15%	5%
Students Experiencing Homelessness	*	*	*	*	66%	32%	2%	0%
Students in Foster Care	*	*	*	*	80%	19%	1%	0%
Military-Connected Students	*	*	*	*	40%	47%	10%	3%
Migrant Students	*	*	*	*	*	*	*	*

# College and Career Readiness

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	373
7	63	1	328
8	198	59	123
<b>Total</b>	261	60	824

## College and Career Readiness

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### 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	135	76	46	62	0	0	0
7	150	77	55	52	0	0	0
8	121	73	51	56	0	0	0
<b>Total</b>	406	226	152	170	0	0	0

## College and Career Readiness

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### Computer Science – Course Participation

This table shows the number of students who were enrolled in Computer Science and Information Technology (IT) courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas.

Grade	Computer Programming	Principles of Computer Science	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
6	N	N	N	N	N	N	N
7	N	N	N	N	N	N	N
8	44	0	0	59	0	0	0
<b>Total</b>	44	0	0	59	0	0	0

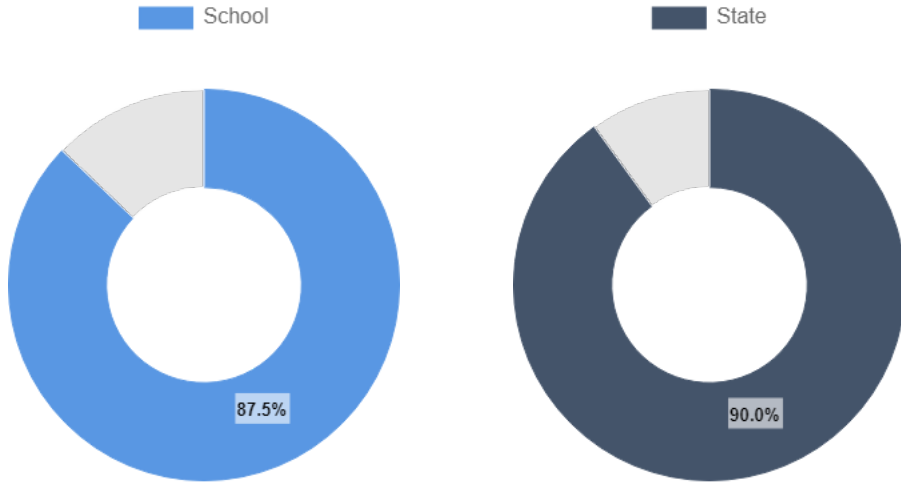
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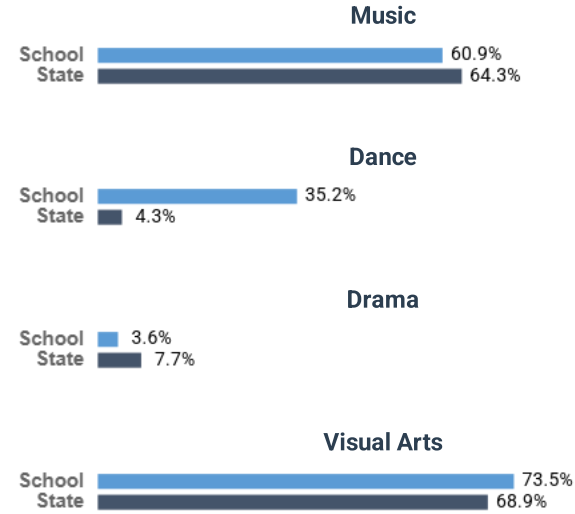
### Visual and Performing Arts – Course Participation

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 second set of charts 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**



**Students enrolled in one or more classes by discipline:**



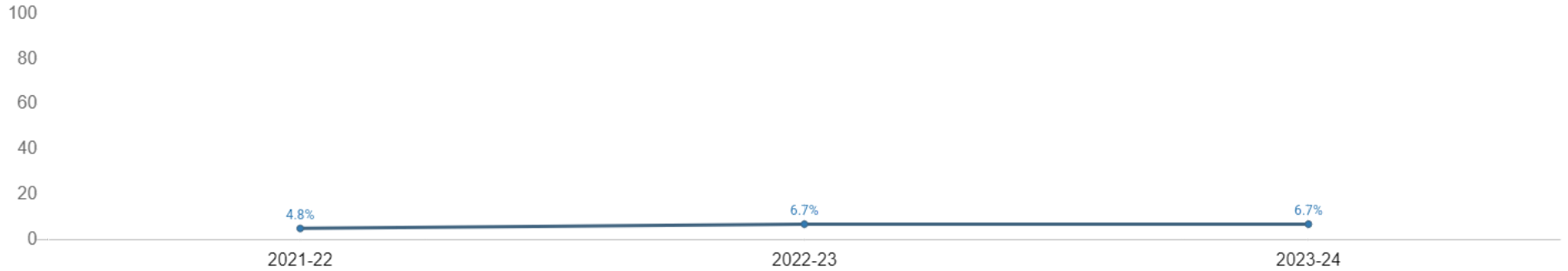
## Climate and Environment

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 NJDOE used input from stakeholders 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

### Chronic Absenteeism Trends

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. Pursuant to N.J.S.A. 18A:38-25.1, any school where 10 percent or more of the students enrolled are chronically absent must develop a corrective action plan to improve chronic absenteeism rates. The Requires Corrective Action Plan column in the table indicates whether the school's chronic absenteeism rate is 10% or higher, meaning that the school must complete a corrective action plan. The NJDOE Data-based Decision Making for Addressing Chronic Absenteeism guidance document (found on the [NJDOE attendance page](#) under Chronic Absenteeism) provides districts with guidance on responding to chronic absenteeism and includes sample corrective action plan templates.

The ESSA Target: State Average for Grades Served column is the target used for ESSA accountability purposes. It reflects the statewide average for students in the grades offered by the school. Each student group has the same target based on all students, so the same ESSA Target will appear for all student groups. The last column shows whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").



Performance Measure	2021-22	2022-23	2023-24
Chronic Absenteeism Rate	4.8%	6.7%	6.7%
ESSA Target (State Average for Grades Served)	16.4%	14.8%	13.8%
Met ESSA Target	Met	Met	Met
Statewide Chronic Absenteeism Rate (All Grades)	18.1%	16.6%	14.9%

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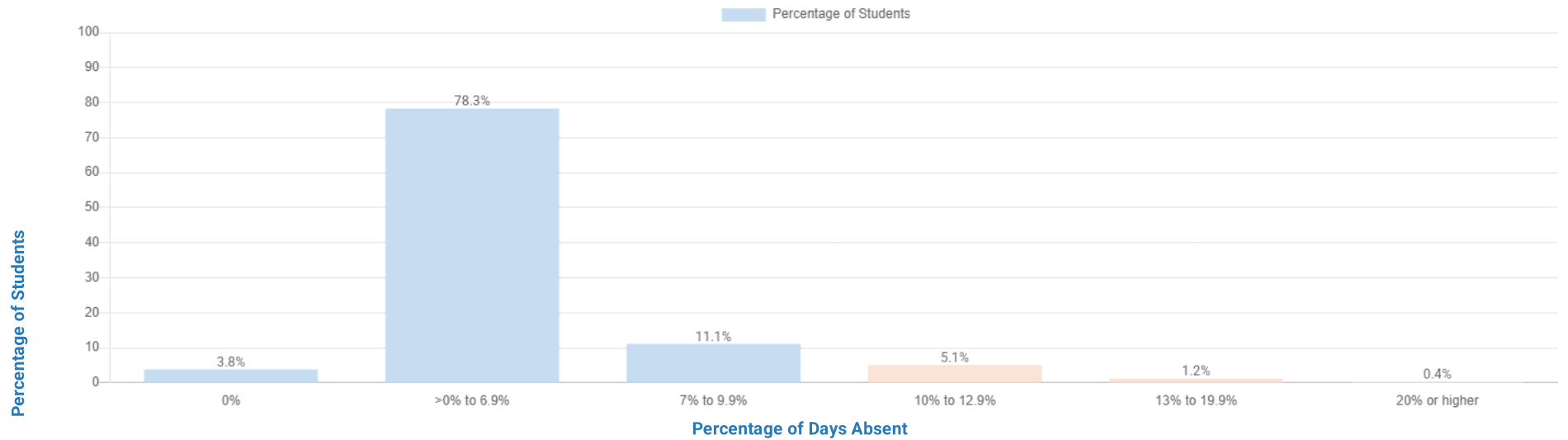
Student Group	# of Students Chronically Absent	% of Students Chronically Absent	Requires Corrective Action Plan: Schoolwide Rate is 10% or higher	ESSA Target: State Average for Grades Served	Met ESSA Target
Schoolwide	76	6.7%	No	13.8%	Met
White	39	7.2%		13.8%	Met
Hispanic	11	10.9%		13.8%	Met
Black or African American	*	0.0%		**	**
Asian, Native Hawaiian, or Pacific Islander	22	5.2%		13.8%	Met
American Indian or Alaska Native	*	*		**	**
Two or More Races	4	8.5%		13.8%	Met
Female	*	6.8%			
Male	*	6.7%			
Non-Binary/Undesignated Gender	*	*			
Economically Disadvantaged Students	3	11.5%		13.8%	Met
Students with Disabilities	18	12.6%		13.8%	Met
Multilingual Learners	1	4.2%		13.8%	Met
Students Experiencing Homelessness	*	*			
Students in Foster Care	*	*			
Military-Connected Students	*	*			
Migrant Students	*	*			

## Climate and Environment

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 NJDOE used input from stakeholders 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. Students with fewer than 45 days in membership are excluded from attendance calculations.

### Percentage of Days Absent

This graph shows the percentage of K-12 students by the percentage of days enrolled that the students were absent during the school year. The last three bars, 10% to 12.9%, 13% to 19.9%, and 20% or higher represent students who were chronically absent.

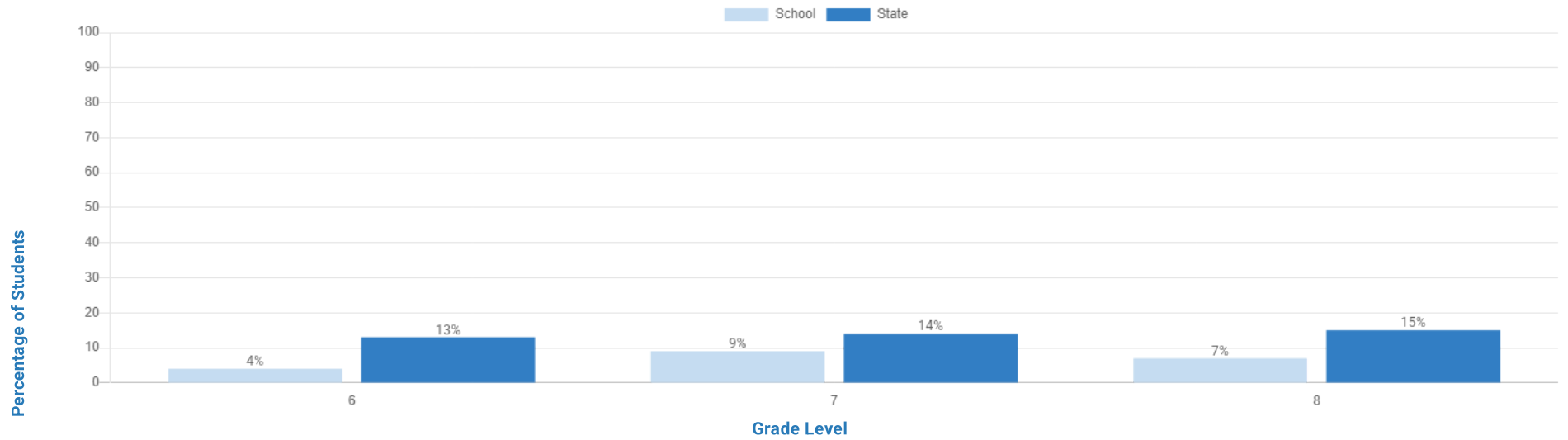


## Climate and Environment

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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 with a state comparison.



## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### 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	11
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	30
<b>Total Unique Incidents</b>	<b>41</b>
<b>Incidents Per 100 Students Enrolled</b>	<b>3.65</b>

### Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	2
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
<b>Other Incidents Leading to Removal</b>	<b>3</b>

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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 Bullying (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	3	13	16
Religion	0	1	1
Ancestry	0	2	2
Gender	1	0	1
Sexual Orientation	0	4	4
Disability	0	1	1
Other	2	9	11
No Identified Nature	26		26

## Climate and Environment

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### Student Disciplinary Removals: By Student Group

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by student group. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

Student Group	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Schoolwide	10	1%	27	2%	34	3%	0	0%	0	0%
White	7	1%	13	2%	18	3%	0	0%	0	0%
Hispanic	1	1%	2	2%	3	3%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	2	0%	11	3%	12	3%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	1	2%	1	2%	0	0%	0	0%
Female	*	0%	*	1%	*	1%	*	0%	*	0%
Male	*	1%	*	4%	*	5%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	2	7%	2	7%	3	10%	0	0%	0	0%
Students with disabilities	2	1%	6	4%	7	5%	0	0%	0	0%

**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

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### Student Disciplinary Removals: By Grade Level

This table shows the number and percentage of students who received in-school suspensions, out-of-school suspensions, removals to other educational programs, and expulsions by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the disciplined student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide received a type of disciplinary action to protect student privacy.

Grade	# of Students with at least one In-School Suspension	% of Students with at least one In-School Suspension	# of Students with at least one Out-of-School Suspension	% of Students with at least one Out-of-School Suspension	# of Students with Any Suspension	% of Students with Any Suspension	# of Students with a Removal to other education program	% of Students with a Removal to other education program	# of Students with an Expulsion	% of Students with an Expulsion
Schoolwide	10	1%	27	2%	34	3%	0	0%	0	0%
6	2	1%	7	2%	8	2%	0	0%	0	0%
7	5	1%	13	3%	16	4%	0	0%	0	0%
8	3	1%	7	2%	10	3%	0	0%	0	0%

## Climate and Environment

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### Students Involved in Police Notifications: By Student Group

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by student group. Information on police notifications is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Student Group	# of Students involved in at least one incident	% of Students involved in at least one incident	# of Students involved in at least one violent incident	% of Students involved in at least one violent incident	# of Students involved in at least one vandalism incident	% of Students involved in at least one vandalism incident	# of Students involved in at least one substance related incident	% of Students involved in at least one substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in at least one weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in at least one HIB incident	# of Students involved in at least one other incident type	% of Students involved in at least one other incident type
Schoolwide	14	1%	2	0%	0	0%	0	0%	0	0%	7	1%	6	1%
White	9	2%	<5	<5.00%	0	0%	0	0%	0	0%	3	1%	5	1%
Hispanic	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	4	1%	<5	<5.00%	0	0%	0	0%	0	0%	4	1%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	1	2%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	1	2%
Female	*	0%	*	<5.00%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	2%	*	<5.00%	*	0%	*	0%	*	0%	*	1%	*	1%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	1	3%	<5	<5.00%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	2	1%	<5	<5.00%	0	0%	0	0%	0	0%	1	1%	1	1%

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### Students Involved in Police Notifications: By Grade Level

This table shows the number and percentage of students who were involved in at least one incident that led to police notification by grade level. Information on disciplinary actions is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the counts of students involved in incidents leading to police notification. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Grade	# of Students involved in at least one incident	% involved in an incident	# of Students involved in at least one violent incident	% of Students involved in a violent incident	# of Students involved in at least one vandalism incident	% of Students involved in a vandalism incident that led to police notification	# of Students involved in at least one substance related incident	% of Students involved in a substance related incident	# of Students involved in at least one weapons related incident	% of Students involved in a weapons related incident	# of Students involved in at least one HIB incident	% of Students involved in an HIB incident that led to police notification	# of Students involved in at least one other incident type	% of Students involved in an other incident type
Schoolwide	14	1%	2	0%	0	0%	0	0%	0	0%	7	1%	6	1%
6	6	2%	<5	<5.00%	0	0%	0	0%	0	0%	4	1%	1	0%
7	6	2%	<5	<5.00%	0	0%	0	0%	0	0%	2	1%	4	1%
8	2	1%	<5	<5.00%	0	0%	0	0%	0	0%	1	0%	1	0%

## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Students Arrested by Type of Incident Leading to Arrest: By Student Group

This table shows the number and percentage of students in select student groups who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student demographic information, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Student Group	# of Students Arrested	% of Students Arrested	# of students involved in at least one violent incident that led to arrest	% of students involved in a violent incident that led to arrest	# of students involved in at least one vandalism incident that led to arrest	% of students involved in a vandalism incident that led to arrest	# of students involved in at least one substance related incident that led to arrest	% of students involved in a substance related incident that led to arrest	# of students involved in at least one weapons related incident that led to arrest	% of students involved in a weapons related incident that led to arrest	# of students involved in at least one HIB incident that led to arrest	% of students involved in an HIB incident that led to arrest	# of students involved in at least one other type of incident that led to arrest	% of students involved in an other type of incident that led to arrest
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Hispanic	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Black or African American	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Asian	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Native Hawaiian or Pacific Islander	*	*	*	*	*	*	*	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Two or more races	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Female	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Male	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%	*	0%
Non-Binary/Undesignated Gender	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Economically Disadvantaged Students	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
Students with disabilities	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

### Students Arrested by Type of Incident Leading to Arrest: By Grade Level

This table shows the number and percentage of students in each grade level who were involved in at least one incident that led to their arrest. Information on arrests is reported by schools and districts to the NJDOE through the Student Safety Data System (SSDS). Only students who attended the school are included in the arrested student counts. The data used to determine student grade level, and the enrollment totals used to calculate the percentages come from the fall and end-of-year NJ SMART SID Management snapshots. In some cases, a range, such as <5, is provided for groups of 10 or more students when between 1 and 4 students schoolwide were involved to protect student privacy.

Grade	# of Students Arrested	% of Students Arrested	# of Students involved in at least one violent incident that led to arrest	% involved in a violent incident that led to arrest	# of Students involved in at least one vandalism incident that led to arrest	% involved in a vandalism incident that led to arrest	# of Students involved in at least one substance related incident that led to arrest	% involved in a substance related incident that led to arrest	# of Students involved in at least one weapons related incident that led to arrest	% involved in a weapons related incident that led to arrest	# of Students involved in at least one HIB incident that led to arrest	% involved in an HIB incident that led to arrest	# of Students involved in at least one other type incident that led to arrest	% involved in an other type incident that led to arrest
Schoolwide	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
6	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
7	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
8	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%

**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

## Climate and Environment

The New Jersey Department of Education collects data through the Student Safety Data System (SSDS). In addition to the data below, NJDOE is required, under ESSA, to report on the most recent, publicly-available Civil Rights Data Collection (CRDC) data, which can be found on the [NJDOE School Performance webpage](#). Please note that prior to school year 2017-2018, the CRDC and the State collection system, EVVRS, did not collect the same data elements. In an effort to better align the State system with the CRDC, the new Student Safety Data System (SSDS) collects all the required CRDC data elements. NJDOE is in the process of developing a reporting function for the SSDS which will allow LEAs to use the same data for both submissions.

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

This table shows the total number of days missed due to out-of-school suspension for all students during the school year.

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

64

## Climate and Environment

### School Day

This table shows the start and end times and length of school day for a typical student at this school. Instructional time is the amount of time that a typical student was engaged in instructional activities under the supervision of a certified teacher. Full time students attend this school for more than half of the school day and shared-time students attend the school for half of the school day or less.

Category	School
Typical Start Time	7:45 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs. 35 Mins.
Full Time - Instructional Time	5 Hrs. 33 Mins.
Shared Time - Instructional Time	5 Hrs. 33 Mins.

### Device Ratios

This table shows the student to device ratio, which is the number of students in grades PK-12 per device, including devices designated for instruction, testing, and remote learning. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for online testing and digital learning in grades PreK through 12. This information comes from the elective NJTRAX survey and reflects data submitted as of October 2024, 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
2023-2024	1.0:1

### Student Access to Technology and Internet

The NJDOE collects information on student device types, device owners, and internet connectivity. [Reports about student access to technology and internet connectivity](#) can be found on the NJDOE website.

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**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

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers – Experience

This table shows information about the experience and professional qualifications of teachers. Out-of-field teachers are teachers who are potentially teaching outside of their area of certification. Teachers with provisional certifications are fully certified novice teachers of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification. The New Jersey Department of Education does not issue emergency instructional certificates for teachers. Additional data on the professional qualifications of teachers and administrators, broken down by schools with high or low economically disadvantaged populations, is available on the [School Performance Staff page](#).

Category	Teachers in School	Teachers in State
Total Number of teachers	109	119,239
Average years experience in public schools	14.3	12.6
Average years experience in district	14.3	11.3
Number of Teachers with 4 or more years experience in the district	101	87,243
Percentage of Teachers with 4 or more years experience in the district	92.7%	73.6%
Number of out-of-field teachers	1	2,931
Percentage of out-of-field teachers	0.9%	2.5%
Number of Teachers with Provisional Credentials	0	9,065
Percentage of Teachers with Provisional Credentials	0%	7.6%

### Administrators – Experience

This table shows information about the experience of administrators assigned to this school and across the state.

Category	Admin. in School	Admin. in State
Total Number of administrators	3	10,170
Average years experience in public schools	12.0	16.2
Average years experience in district	12.0	12.5
Number of Administrators with 4 or more years experience in the district	3	7,734
Percentage of Administrators with 4 or more years experience in the district	100.0%	76.8%

### Staff Counts

This table shows the number of staff members assigned to the school, district, and state across several staff categories. The staff counts in this table reflect data submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Additionally, some staff members may be assigned to the district only but work in multiple schools in the district. In these cases, the table may show 0 staff members assigned to the school, even though there are district staff members working in the school. The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Staff Category	School: Total Staff Members	District: Total Staff Members	State: Total Staff Members
Teachers	109	422	119,239
Administrators	3	31	10,170
Librarians/Media Specialists	1	5	1,160
Nurses	2	9	3,025
School Counselors	6	21	4,673
Child Study Team Members	7	38	9,654
School Psychologists	2	9	2,185
School Social Workers	1	5	2,750
Student Assistance Coordinators	2	4	400
School Safety Specialists	N	1	681

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**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

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Student and Staff Ratios

This table shows ratios of students and staff members in the school and district. The ratios are based on data submitted by districts to NJ SMART and are not based on staff full-time equivalent (FTE). The School Safety Specialists data is based on data submitted by districts in the CDS system and is not available at the school level because it is a district assigned position.

Ratio	School Ratio	District Ratio
Students to Teachers	10:1	11:1
Students to Administrators	375:1	153:1
Teachers to Administrators	36:1	14:1
Students to Librarians/Media Specialists †	1124:1	948:1
Students to Nurses †	562:1	527:1
Students to Counselors †	187:1	226:1
Students to Child Study Team Members †,††	19:1	18:1
Students to School Psychologists †	562:1	527:1
Students to School Social Workers †	1124:1	948:1
Students to Student Assistance Coordinators †	562:1	1185:1
Students to School Safety Specialists †		4741:1

† In some districts, staff members in these roles who work in multiple schools may be assigned only to the district and not to individual schools. As a result, a School Ratio may show N, but there may be district assigned staff working in the school

†† Child Study Team members include school psychologists, school social workers, and learning disabilities teacher consultants, also note that the ratio compares Students with Disabilities instead of all students.

### Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group. To protect student and staff privacy, gender percentages may show a range, depending on the overall school population size.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	47.0%	70-75%	*	48.0%	77.0%	57.0%
Male	53.0%	25-30%	*	52.0%	23.0%	43.0%
Non-Binary/Undesignated Gender	≤1%	≤5%	*	≤1%	≤1%	≤1%
White	47.4%	99.1%	100.0%	38.2%	81.8%	74.5%
Hispanic	9.2%	0.0%	0.0%	34.0%	8.6%	8.6%
Black or African American	1.1%	0.0%	0.0%	14.2%	6.4%	14.4%
Asian	37.9%	0.9%	0.0%	10.1%	2.5%	1.6%
American Indian or Alaska Native	0.3%	0.0%	0.0%	0.2%	0.1%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.4%	0.5%
Two or More Races	4.2%	0.0%	0.0%	3.1%	0.3%	0.4%

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**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

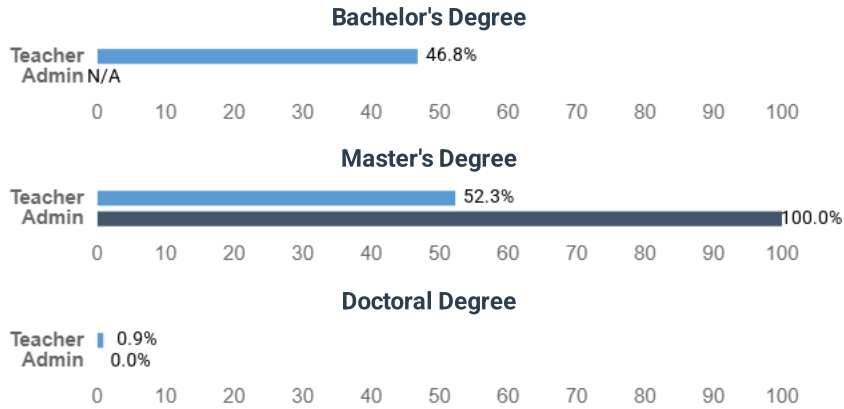
**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's degree 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 2022-23 that were still assigned to this district in 2023-24. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2022-23 Teachers: Same district 2023-24	89.1%	89.5%
2022-23 Administrators: Same district 2023-24	87.9%	87.9%

## Staff

Staff data reflects teachers and administrators reported by districts at the beginning of the school year.

**Key terms for staff data:**

**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

**Experience:** Experience is based on information submitted by districts on all their staff members. For purposes of this report, the ESSA Educator Equity and federal reporting requirements, NJDOE has defined teachers as "inexperienced" if they have fewer than four years of prior experience in a given district. The tables below report on "experienced" teachers and administrators for federal reporting purposes.

**Out-of-Field:** A teacher is labeled "out-of-field" if they are potentially teaching outside their area of certification. This could occur if the teacher cannot be found in the NJDOE's certification system, if their job code does not match their certification, or if the teacher has an expired certificate.

**Provisional Teacher:** A teacher with provisional certifications is a fully certified novice teacher of record who must meet further requirements of evaluation and mentoring during their induction into the profession before being granted "standard" or permanent certification.

### Teachers by Subject Area

This table shows the counts of teachers by subject area with gender breakdown, experience, and level of education. The staff counts in this table reflect staff assignments as submitted by districts to NJ SMART and reflect any teachers assigned and are not based on full-time equivalent (FTE). Note that some teachers may teach in multiple subject areas and may be counted more than once in this table, or they may only be counted in their primary subject area. Additionally, in many elementary schools, teachers are not assigned to specific subject areas, so they will appear in the Elementary (Not Subject Specific) category and not in the other subject areas, but that does not mean those subjects are not being taught in the school. Special Education and Bilingual teachers are generally assigned to a subject area and also either special education or bilingual, so those teachers will be counted in multiple subject areas.

Subject Area	Total Number of Teachers	% Female	% Male	% Non-binary or Undesignated Gender	% White	% Hispanic	% Black or African American	% Asian	% Native Hawaiian, Pacific Islander	% American Indian or Native American	% Two or More Races	% 4 or more years experience in the district	% Bachelor's Degree(Highest Degree)	% Master's Degree(Highest Degree)	% Doctoral Degree(Highest Degree)
Elementary (Not Subject Specific)	3	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	66.7%	33.3%	66.7%	0.0%
English/Language Arts/Literacy	21	60-80%	20-40%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	47.6%	52.4%	0.0%
English to Speakers of Other Languages	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%
Mathematics	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	14.3%	85.7%	0.0%
Science	10	*	*	*	90.0%	0.0%	0.0%	10.0%	0.0%	0.0%	0.0%	100.0%	40.0%	50.0%	10.0%
Social Studies/History	12	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	83.3%	58.3%	41.7%	0.0%
World Language	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	12.5%	87.5%	0.0%
Visual and Performing Arts	7	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	85.7%	71.4%	28.6%	0.0%
Health/Physical Education	8	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	87.5%	50.0%	50.0%	0.0%
Family & Consumer Sciences	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	100.0%	0.0%
Financial Literacy	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Business	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Computer Science/IT	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	100.0%	0.0%	0.0%
Industrial Arts	4	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	75.0%	25.0%	0.0%
Career and Technical Education	0	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Special Education	26	>80%	≤20%	≤20%	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	92.3%	46.2%	53.8%	0.0%
Bilingual	1	*	*	*	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%

## Per-Pupil Expenditures

### Per-Pupil Expenditures by Source

The table below summarizes the most recently available expenses for regular and special education students taught at schools in the district. The amounts include both actual personnel and actual non-personnel expenditures and include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities. An overall cost per pupil for a given school can be calculated by adding the Central Expenditures and the Expenditures Not Assigned to a School to the School Level Expenditures reported for that school. The Average Daily Enrollment (ADE\*\*) comes from the 2023-24 School Registry Summary (SRS).

For more information regarding this table please refer to the guidance for school level reporting, which is available on the [NJDOE webpage ESSA School Level Reporting Information](#). More in-depth information about district and charter school spending can be found in the [User Friendly Budget](#) and the [Annual Comprehensive Financial Report \(ACFR\) and Auditor Management Reports \(AMRs\)](#).

*Please be aware that the total district expenditures represented in these reports are taken from audited district financial data, but the subsequent allocation of these resources to specific schools is not audited or otherwise verified by the New Jersey Department of Education. If you have specific questions about the assignment (or lack of assignment) of school-level amounts, please contact the district for additional information.*

[Link to District Summary of 2023-24 School-Level Per Pupil Expenditures by Source](#)

An option to [download all school-level summaries by district](#) in one spreadsheet is also available. However, because districts have flexibility in how certain costs are allocated to individual schools, school-level costs should not be compared between schools in different districts.

Bernards Twp	Federal	State & Local	Total	ADE**
District Level Total Expenditures	\$843	\$21,242	\$22,085	4,724.1
District Level Central Expenditures		\$4,747	\$4,747	4,724.1
Ridge High School	\$818	\$16,498	\$17,316	1,632.2
William Annin Middle School	\$819	\$15,954	\$16,773	1,122.1
Oak Street School	\$885	\$17,881	\$18,766	418.7
Cedar Hill School	\$894	\$14,202	\$15,096	568.7
Liberty Corner School	\$896	\$15,737	\$16,633	450.8
Mount Prospect Elementary School	\$786	\$19,632	\$20,418	531.6
-				

**Report Key:**

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## Accountability

**New Jersey's Every Student Succeeds Act (ESSA) Accountability System** New Jersey's school accountability system identifies schools in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA). Based on New Jersey's [approved ESSA state plan](#), NJDOE will identify schools in the following four federal categories every three years:

- **Comprehensive Support and Improvement (CSI): Overall Low Performing:**
  - Title I schools with a summative score in the bottom 5% of Title I schools.
- **Comprehensive Support and Improvement (CSI): Low Graduation Rate:**
  - All high schools with a four-year graduation rate of 67% or less
- **Additional Targeted Support and Improvement: Low Performing Student Group (ATSI):**
  - All schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools
- **Comprehensive Support and Improvement (CSI): Chronically Low Performing:**
  - Title I schools identified as Additional Targeted Support and Improvement; Low Performing Student Group (ATSI) that are identified for three or more consecutive years, i.e., ATSI schools that do not meet exit criteria.

Annually, NJDOE will identify schools in the following federal category:

- **Targeted Support and Improvement: Consistently Underperforming Student Group (TSI):**
  - All schools with one or more student groups that missed annual targets or standards for all indicators for two years in a row

For purposes of ESSA accountability, only schools and student groups with data for 20 or more students are included in calculations.

The NJDOE identified schools for CSI and ATSI status in fall 2023 based on data from the 2022-2023 school year, so the NJDOE did not identify schools for CSI or ATSI status based on 2023-2024 school year data. The NJDOE only identified schools for TSI status based on data from the 2023-2024 school year.

For more information about New Jersey's accountability system, how indicator and summative scores were calculated, how federal accountability status is determined, and additional data, see the [NJDOE accountability page](#).

**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

## Accountability

### ESSA Accountability Status

The table below provides the school's federal school status for the 2025-26 school year, the category (or reason) for identification, the year the school is eligible to exit status, and, if applicable, the student groups identified for support. For additional information, the [NJDOE Accountability page](#) includes a list of all schools requiring comprehensive or targeted support and improvement with the amount of School Improvement Aid (SIA) funds received and information on exit criteria for identified schools.

Status for 2025-26 School Year	Not in Status
Category of Identification	n/a
Year Eligible to Exit Status	n/a
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Pacific Islander, Native Hawaiian	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	
Student Group Status: Students with Disabilities	
Student Group Status: Multilingual Learners	

† This flag is used if a school is identified for Comprehensive Support and Improvement, but one or more student groups met criteria for Additional Targeted Support and Improvement.

### ESSA Accountability Progress

The table below shows performance on each of New Jersey's ESSA accountability indicators for the last three years. **ELA and Math Proficiency:** Percentage of students who met or exceeded expectations on statewide assessments (NJSLA or DLM) **ELA and Math Growth:** For 2022-23 and 2023-24, this data reflects median student growth percentiles (mSGPs). For 2021-22, this data shows the Relative School Improvement Measure (RSIM), which was based on aggregate scale score improvement on the statewide assessments in ELA and mathematics (NJSLA), when comparing prior year performance to 2021-22 performance. **Four- and five-year graduation rates:** The federal adjusted cohort graduation rate. Prior year graduation rates are used for ESSA Accountability, so the graduation rates shown for 2023-2024 represent the Cohort 2023 4-year and Cohort 2022 5-year rates. **Progress toward English Language Proficiency:** The percentage of multilingual learners who demonstrated the expected amount of growth on the ACCESS for ELLs Assessment for English language proficiency. **Chronic absenteeism:** The percentage of K-12 students who were absent for 10% or more of the days enrolled during the school year.

**Important Note for 2023-24:** The growth measure used for 2021-22 was an alternate measure used because median student growth percentiles were not available for 2021-22. The NJDOE resumed using mSGPs in 2022-2023, so 2021-22 growth data should not be compared to other years.

ESSA Accountability Indicator	2021-22	2022-23	2023-24
ELA Proficiency	80.0%	83.0%	87.1%
Math Proficiency	71.6%	73.0%	76.5%
ELA Growth†	83	60	66
Math Growth†	51	64	54
4-Year Graduation Rate (Prior Year)††	N	N	N
5-Year Graduation Rate (Prior Year)††	N	N	N
Progress toward English Language Proficiency	60.0%	66.7%	61.1%
Chronic Absenteeism	4.8%	6.7%	6.7%

† An alternate measure of growth was used for the 2021-2022 school year because median student growth percentiles were not available.

†† The graduation rates in this table reflect the rates used for the accountability process for the given year, which are the rates from the prior school year.

## Accountability

### Accountability Indicator Scores and Summative Ratings - 2023-24 School Year

New Jersey 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 are only identified for comprehensive support and improvement every three years. The NJDOE identified schools for support based on data from the 2022-2023 school year, so schools will not be identified for comprehensive support based on data from the 2023-2024 school year. As a result, this table will not flag whether schools met the identification criteria for comprehensive support and improvement. For more information about New Jersey's accountability system and how these indicator scores were calculated, see the [NJDOE Accountability page](#).

ESSA Accountability Indicator	Actual Performance	Indicator Score	Weight
ELA Proficiency	87.1%	98.14	17.5%
Math Proficiency	76.5%	92.56	17.5%
ELA Growth	66	93.53	25.0%
Math Growth	54	61.70	25.0%
4-Year Graduation Rate (Prior Year)†	N	N	N
5-Year Graduation Rate (Prior Year)†	N	N	N
Progress toward English Language Proficiency	61.1%	**	**
Chronic Absenteeism	6.7%	80.48	15.0%
<b>Summative Score</b>	<b>84.2</b>		
Summative Rating (Percentile Rank)	93.4		
Comprehensive Support: Overall Low Performing	N/A		
Comprehensive Support: Low Graduation Rate	N/A		

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

††A modified summative score was calculated using only available data.

## Accountability

### Accountability Summary by Student Group - 2023-24 School Year

The NJDOE is required under ESSA to identify schools for Targeted Support and Improvement (TSI) annually and for Additional Targeted Support and Improvement (ATSI) every three years. Both TSI and ATSI identifications are based on how student groups within schools perform. Schools are identified for ATSI if they have at least one student group that has a summative score that would be in the bottom 5% of Title I schools if it was its own school. Schools are identified for TSI if they have at least one student group that missed annual targets or standards for all indicators for two years in a row. Only student groups that have data for at least 20 students are included in the accountability determinations.

The NJDOE identified schools for ATSI status based on data from the 2022-2023 school year, so schools will not be identified for ATSI status based on data from the 2023-2024 school year. The table below will show the summative score for each student group, but it will not show a cut-off score or indicate that a student group has been identified for ATSI status since it is not an identification year.

Schools will be identified for TSI status based on data from the 2023-2024 school year, since that is required annually. The remaining columns in the table show whether each student group met annual targets or standards for all indicators for the 2023-24 school year. If at least one student group did not meet all targets and also did not meet all targets in the 2022-23 school year, then the school will be identified as requiring TSI.

For more information about accountability determinations, indicators, and annual targets, see the [NJDOE Accountability page](#).

Student Group	Summative Score	Summative Score Cut-Off for Additional Targeted Support	Requires Additional Targeted Support: Low Performing Student Group	ELA Proficiency	Math Proficiency	ELA Growth	Math Growth	4-Year Graduation Rate	5-Year Graduation Rate	Progress toward English Language Proficiency	Chronic Absenteeism	Requires Targeted Support: Consistently Underperforming Student Group
Schoolwide				Met Goal	Met Target	Exceeds Standard	Met Standard	N	N	**	Met	No
White	74.76			Met Goal	Met Target	Exceeds Standard	Met Standard	N	N		Met	No
Hispanic	68.56			Met Target	Met Target†	Exceeds Standard	Met Standard	N	N		Met	No
Black or African American	**			**	**	**	**	N	N		**	No
Asian, Native Hawaiian, or Pacific Islander	91.14			Met Goal	Met Goal	Exceeds Standard	Exceeds Standard	N	N		Met	No
American Indian or Alaska Native	**			**	**	**	**	N	N		**	No
Two or More Races	81.99			Met Goal	Met Target†	Exceeds Standard	Met Standard	N	N		Met	No
Economically Disadvantaged Students	96.18			N	N	Exceeds Standard	**	N	N		Met	No
Students with Disabilities	80			Met Target	Met Target	Met Standard	Met Standard	N	N		Met	No
Multilingual Learners	80.60			Met Target†	Met Target†	Exceeds Standard	Met Standard	N	N	**	Met	No

†Target was met within a confidence interval.

## 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. Please note that the narrative is optional, so only categories in which the district chose to share information will be displayed. If there are questions about the information provided in the narrative section, please contact the school or district directly.



### Highlights:

- WAMS students participate in Character Education Programs focused on developing the skills to be productive, caring citizens. They engage in bi-monthly lessons centered on our Viking Be Statements.
- WAMS has approximately 1128 students with 120 faculty members. The school within a school model provides our students with a small school community feel by making connections with trusted adults.
- School counselors and assistant principals loop with students which further strengthens connections with students/families.



### Mission, Vision, Theme:

William Annin Middle Schools Mission statement is: To promote a safe and supportive environment to ensure that our students can advance towards their future as knowledgeable, open-minded, responsible and compassionate individuals who can create positive changes in our world.



### Awards, Recognition, Accomplishments:

WAMS has been designated as a School To Watch School for the past six years and is up for redesignation in the year 2024. WAMS Technology Education Program has won NJTEEA Middle School Excellence Award Recipient, 2023.

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### Courses, Curriculum, Instruction:

William Annin Middle School curriculum content is a major consideration in achieving excellence in a balanced middle school approach. William Annin offers English, Language Arts, Mathematics, Social Studies and Science as the five main content courses that make-up our team program. In addition to the five core classes, students participate in health/physical education program, electives/cycles program including Tech Education courses, Game Design, Fine and Practical art courses, and STEM offerings. A student's schedule is completed by a selection of one of the four World Language (Latin, Italian, Spanish, French) offerings at WAMS that students begin learning in sixth grade.



### Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Cross Country (Boys & Girls), Field Hockey (Girls), Lacrosse (Boys & Girls), Soccer (Boys & Girls), Softball (Girls), Track and Field - Spring (Coed), Volleyball (Boys & Girls)

The WAMS Athletic Organization offers competitive teams and developmental clinics for students in grades 6 through 8 at WAMS. In 2022-23, over 800 students, across three grades, participated in team or clinic events. Participation in central N.J. middle school leagues offers an opportunity for student-athletes to develop skills and represent their school in competition in field hockey, girls volleyball, girls soccer, boys soccer, cross country, boys basketball, girls basketball, boys volleyball, softball, baseball, girls lacrosse, boys lacrosse and track & field as team members. Developmental clinics are open to 6th through 8th graders and include, girls basketball, boys basketball, girls volleyball, boys volleyball, Pickleball, and coed track & field. The WAMS Boys Volleyball, Girls Field Hockey, and Girls Lacrosse teams captured the Central Jersey Junior Schools Athletic Association league championships.



### Clubs and Activities:

Students are able to participate in various pay-to-play clubs at the middle school level. Student Council, Spring Musical, Peer-Leader Programs, Yearbook, Gaming Club, Ultimate Frisbee, Mural Club, and Chess Club are just a few of the offerings at WAMS for students to remain active participants in their school environment outside of school hours. Each year an activity booklet is distributed in early Fall for students to review and sign-up for pay-to-play programs offered by our staff. The offerings change yearly but many of our most popular pay-to-play clubs/activities return because of student and staff interest.

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### Before and After School Programs:

William Annin offers an after-school program for students in grades sixth through eighth. The program runs daily from 2:00 pm to 6:00 pm at the middle school. The program is structured so that students have the opportunity to have a snack and socialize with their friends, complete homework and participate in various free time choice activities until parent pick-up.



### Staff and Professional Learning:

The staff at WAMS are constantly engaged in professional learning opportunities that are either provided by the district or external educational organizations. The Bernards Township Staff College Program is a comprehensive list of educational coursework offered during Summer, Fall and Spring sessions. These course offerings are determined by staff interest/expertise, school initiatives and current trends in education. In addition, the school calendar has four in-service days which are used for professional development opportunities. Teachers engage in Ed Camps, PLCS, team and grade level team professional development by department/grade level. Each school building has monthly faculty meetings commonly used for professional development on building goals and programs.



### Student Supports and Services:

WAMS has a comprehensive Intervention and Referral Services/504 team/RTI, Child Study Team, and multiple Student Assistant Counselors on site to support the middle grade student. Support Services are offered for students who need additional remediation in the areas of English/Language Arts and Mathematics. WAMS offers a full time Multilingual Learner program for students who qualify that supports students in the acquisition of the language as well as executive function needs. WAMS offers Intervention opportunities for individuals or small groups of students during school and after school for students who qualify.

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### Student Health and Wellness:

Students have physical education class daily for 40 minutes. During these classes, students are instructed about healthy choices that can assist them for their life-time. Topics such as nutrition, physical wellness, stress-management and healthy decision-making are just to name a few. Our school counselors work with students, groups, and whole classes on planned lessons on a variety of age appropriate topics. Teachers hold bi-monthly morning meetings to build empathy in students, reduce stress, build resilience, and treat one another respectfully.



### Parent and Community Involvement:

Parents are kept informed via Friday Folder. Friday Folder is an electronic backpack in which all WAMS parents are encouraged to subscribe. Communication about clubs, events, and school activities are updated weekly. Parents are also able to see our morning announcements that are read over the PA system on and on our school web-page. PTO meetings are another source of parent communication and involvement. WAMS has a parent advisory council that is made of parental grade level-representatives and the PTO Board. The purpose of this meeting is to answer any community questions or concerns that may impact a majority of the students at the middle school. Another purpose for this committee, is to preview information and initiatives that are being implemented in order for parents to be able to respond to questions from their peers in the community.



### Climate Surveys:

Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Teachers. As part of our district goal on improving student social, emotional, health and well-being, all stakeholders are surveyed. The surveys contain NJDOE mandated questions and another section with locally developed questions. In addition, this year we used a pilot climate survey that was more focused on SEL of individual students with the company Panorama. Parents were able to opt their children into this survey.

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### Facilities:

William Annin Middle School's original building was constructed for an opening in 1969. Three additions have been added since opening. These additions include a gymnasium, larger classroom spaces, media center and storage. All teaching areas contain interactive LCD projectors and varied seating options. Our instructional space for America Cuisine courses was renovated four years ago bringing a modern touch to the five instructional kitchens and teacher work space. In the fall of 2019, each of our instructional spaces was outfitted with new heating/air conditioning units. During the summer of 2021, renovations took place on two of our older science labs in the building creating a state of the art space conducive for inquiry based learning.



### School Safety:

William Annin Middle School maintains a school crisis management team that is part of a larger district team. The crisis management team meets monthly and consists of administrators, teachers, and parents. Doors remain locked at all times during the instructional day. The BOE added the SLEO III position to the middle school in 2023. Visitors are required to check in upon arrival in the main office where a vestibule creates limited access to the larger building. All individuals must wear ID badges while on school grounds including staff and visitors to the building. The school safety team reviews harassment, intimidation, and bullying reports; identifies potential trends; and makes recommendations to administrators.



### Technology and STEM:

WAMS elective program has a comprehensive offering of technology and tech education courses focusing on the elements of STEAM. Students in sixth and seventh grade are exposed to these courses within their mandatory cycle rotation. Eighth grade students who are interested in focusing on this area are able to select courses that meet their interests.

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The school counseling team in conjunction with administration and the I&RS team, closely monitor student absentee rates. The team meets bi-monthly to review attendance rates by grade level and individual students. Those students who have met district benchmarks as outlined in the Board of Education Policy receive communication about attendance matters impacting their child's instruction.