



Lindenwold High School

(07-2670-005)

Grades Offered: 09-12

2018-2019

Report Key:

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- ** Accountability calculations require 20 or more students
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- † This indicates a table specific note, see note below table

How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

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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	Camden
District	Lindenwold Public School District
Principal Name	Mr. Peter Brandt
Address	801 Egg Harbor Road Lindenwold, NJ 08021
Phone Number	856-741-0320
Email Address	pbrandt@lindenwold.k12.nj.us
Website	http://www.hs.lindenwold.k12.nj.us/
Facebook	https://www.facebook.com/lindenwoldcommunityspotlight/notifications/
Twitter	https://twitter.com/@LindenwoldLions



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
9	182	168	149
10	162	134	135
11	112	132	118
12	118	122	134
Total	574	556	536

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	50.0%	50.2%	50.4%
Male	50.0%	49.8%	49.6%
Economically Disadvantaged Students	75.6%	74.8%	78.2%
Students with Disabilities	12.5%	12.9%	12.1%
English Learners	17.2%	16.2%	17.2%
Homeless Students	5.2%	4.7%	6.5%
Students in Foster Care	0.5%	0.7%	0.6%
Military-Connected Students	0.2%	0.2%	0.4%
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	2016-17	2017-18	2018-19
White	11.1%	11.3%	10.1%
Hispanic	45.8%	45.9%	52.2%
Black or African American	38.2%	38.5%	34.3%
Asian	3.5%	2.9%	2.2%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.2%
American Indian or Alaska Native	0.2%	0.2%	0.0%
Two or More Races	0.9%	1.1%	0.9%

Enrollment Trends by Full and Shared Time Status

This table shows the number of full and shared time students for the last three years. The full time equivalent is the number of full time students plus half the number of shared time students.

Enrollment Status	2016-17	2017-18	2018-19
Full Time Students	574	556	536
Shared Time Students	0	0	0
Full Time Equivalent	574	556	536

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	66.4%
Spanish	32.1%
Other Languages	1.5%



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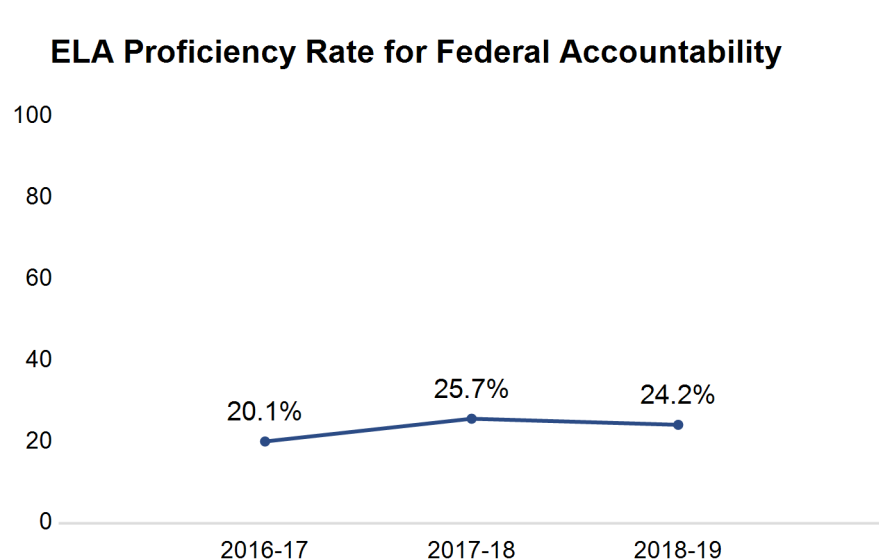
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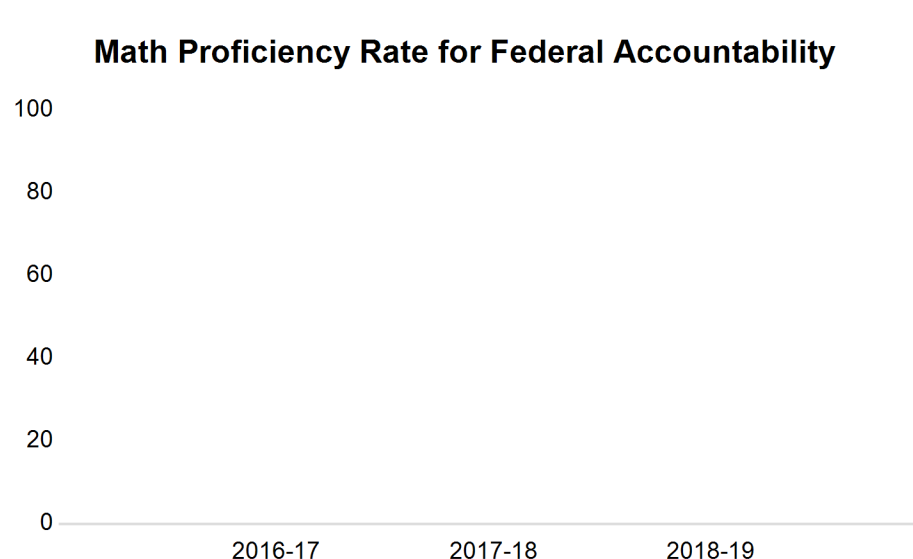
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	96.8%	97.4%	92.4%	93.8%	96.3%	94.2%
Proficiency Rate for Federal Accountability	20.1%	25.7%	24.2%	*	*	*
Annual Target	30.1%	32.8%	35.4%	14.1%	17.5%	21.0%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	236	92.4	24.6	19.7	57.9	24.2	35.4	Not Met
White	*	*	*	*	66.9	*	38.1	Met Target†
Hispanic	125	94.5	17.6	17.1	43.9	17.6	33.1	Not Met
Black or African American	84	91.8	29.8	19.1	38.5	28.9	33.9	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	N	N	N	*	64.4	N	**	**
Female	109	91.5	28.4	25.0	64.8	27.9		
Male	127	93.3	21.3	14.8	51.3	21.0		
Economically Disadvantaged Students	175	91.5	21.7	17.8	40.0	21.3	34.7	Not Met
Non-Economically Disadvantaged Students	61	95.5	32.8	26.8	67.9	32.8		
Students with Disabilities	28	90.3	*	*	22.7	*	14.3	Not Met
Students without Disabilities	208	92.7	*	*	65.1	*		
English Learners	44	91.7	*	10.0	29.3	*	15.8	Not Met
Non-English Learners	192	92.7	*	23.6	60.6	*		
Homeless Students	18	86.7	44.4	*	29.1	44.2		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

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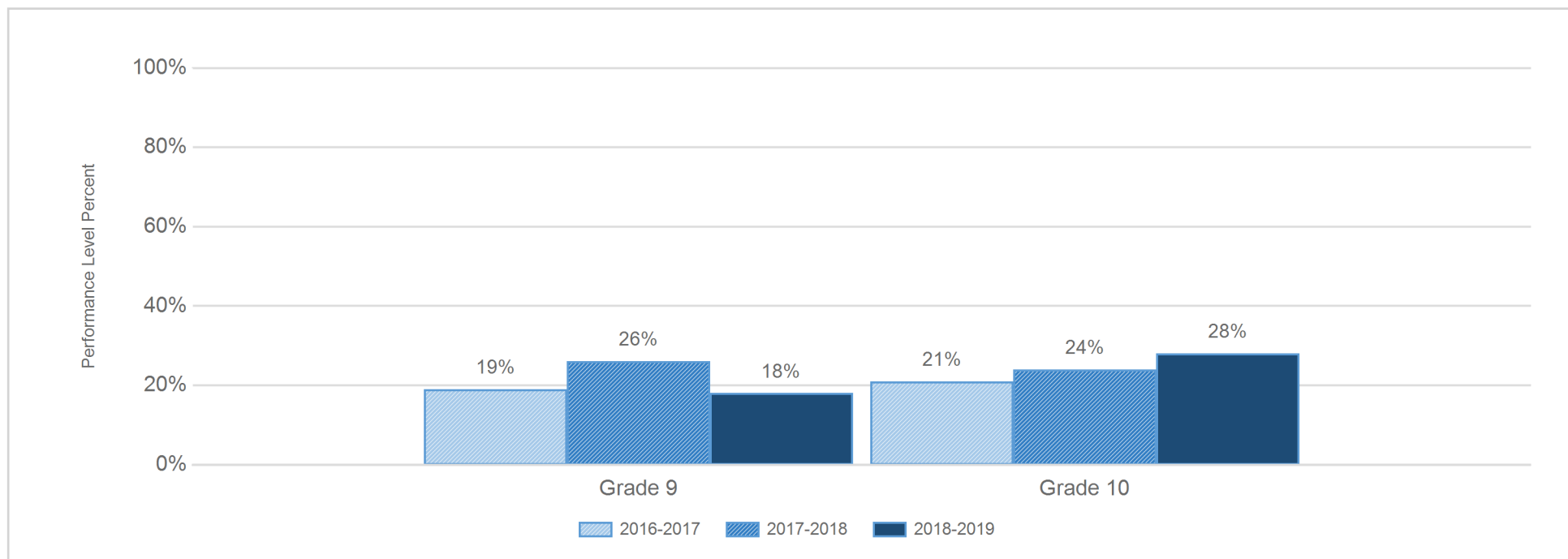
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 9

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	132	713	713	753	38%	20%	24%	*	*	18%	56%
White	12	753	753	762	0%	*	*	*	*	50%	65%
Hispanic	78	705	705	737	49%	15%	22%	*	*	14%	40%
Black or African American	40	715	715	732	30%	28%	25%	*	*	18%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	783	*	*	*	*	*	*	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	57%
Two or More Races	*	*	*	761	*	*	*	*	*	*	63%
Female	61	724	724	760	28%	*	33%	*	*	25%	63%
Male	71	703	703	746	46%	*	17%	*	*	13%	49%
Economically Disadvantaged Students	100	709	709	734	*	*	*	*	*	16%	36%
Non-Economically Disadvantaged Students	32	723	723	762	*	*	*	*	*	25%	65%
Students with Disabilities	14	694	694	717	*	*	*	*	*	*	17%
Students without Disabilities	118	715	715	760	*	*	*	*	*	*	63%
English Learners	30	673	673	693	*	*	*	*	*	*	*
Non-English Learners	102	724	724	755	*	*	*	*	*	*	*
Homeless Students	15	695	695	720	*	*	*	*	*	13%	21%
Students in Foster Care	N	N	N	721	N	N	N	N	N	N	22%
Military-Connected Students	*	*	*	755	*	*	*	*	*	*	56%
Migrant Students	N	N	N	715	N	N	N	N	N	N	23%



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English Language Arts Assessment - Performance by Grade: Grade 10

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	720	720	757	35%	19%	18%	*	*	28%	58%
White	*	*	*	767	*	*	*	*	*	*	67%
Hispanic	59	710	710	738	41%	24%	19%	*	*	17%	43%
Black or African American	49	727	727	733	33%	*	*	*	*	39%	38%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	792	N	N	N	N	N	N	84%
American Indian or Alaska Native	N	N	N	754	N	N	N	N	N	N	56%
Two or More Races	*	*	*	766	*	*	*	*	*	*	65%
Female	57	727	727	766	30%	21%	18%	*	*	32%	66%
Male	67	715	715	749	40%	16%	18%	*	*	25%	51%
Economically Disadvantaged Students	92	718	718	735	35%	*	*	*	*	25%	40%
Non-Economically Disadvantaged Students	32	726	726	767	38%	*	*	*	*	38%	67%
Students with Disabilities	13	680	680	711	*	*	*	*	*	*	19%
Students without Disabilities	111	725	725	765	*	*	*	*	*	*	65%
English Learners	19	671	671	687	*	*	*	*	*	*	*
Non-English Learners	105	729	729	760	*	*	*	*	*	*	*
Homeless Students	11	726	726	723	*	*	0%	*	*	55%	32%
Students in Foster Care	*	*	*	710	*	*	*	*	*	*	22%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	710	N	N	N	N	N	N	10%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	254	94.2	*	12.8	44.5	*	21	Not Met
White	*	*	17.9	21.5	54.1	15.9	28	Not Met
Hispanic	132	96.7	*	12.1	28.8	*	18.4	Not Met
Black or African American	93	93.3	*	10.9	23.0	*	19.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	33.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	N	N	N	*	53.3	N	**	**
Female	117	96.2	*	12.8	44.9	*		
Male	137	92.5	*	12.8	44.2	*		
Economically Disadvantaged Students	193	93.8	*	11.5	26.3	*	21.5	Not Met
Non-Economically Disadvantaged Students	61	95.5	*	17.7	54.9	*		
Students with Disabilities	29	85.7	*	*	17.4	*	8	Met Target†
Students without Disabilities	225	95.3	*	*	50.0	*		
English Learners	38	94.2	*	10.8	25.0	*	10.4	Not Met
Non-English Learners	216	94.2	*	13.6	46.5	*		
Homeless Students	18	89.7	*	11.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



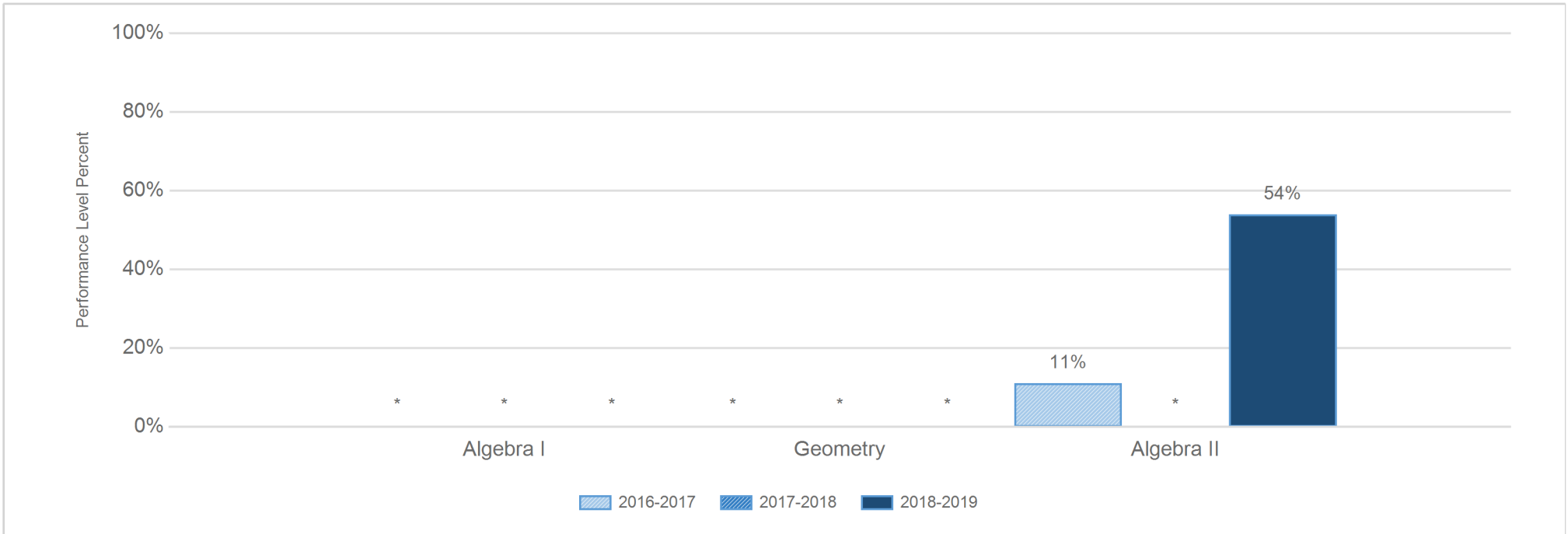
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	201	712	714	744	*	*	*	*	*	*	42%
White	14	719	*	752	*	*	*	*	*	14%	53%
Hispanic	121	707	*	728	*	*	*	*	*	*	24%
Black or African American	64	719	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	96	710	*	745	*	*	*	*	*	*	44%
Male	105	714	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	160	710	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	41	719	*	752	*	*	*	*	*	*	52%
Students with Disabilities	18	705	705	717	*	*	*	*	*	*	12%
Students without Disabilities	183	713	715	748	*	*	*	*	*	*	47%
English Learners	33	692	692	710	*	*	*	*	*	*	*
Non-English Learners	168	716	718	745	*	*	*	*	*	*	*
Homeless Students	19	703	*	718	*	*	*	*	*	*	14%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	11%
Military-Connected Students	*	*	*	744	*	*	*	*	*	*	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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Mathematics Assessment - Performance by Test: Geometry

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	61	715	715	737	*	*	*	*	*	*	35%
White	*	*	*	743	*	*	*	*	*	*	43%
Hispanic	23	714	714	724	*	*	*	*	*	*	17%
Black or African American	27	711	711	720	*	*	*	*	*	*	14%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	762	N	N	N	N	N	N	70%
American Indian or Alaska Native	N	N	N	736	N	N	N	N	N	N	37%
Two or More Races	*	*	*	745	*	*	*	*	*	*	46%
Female	24	722	722	738	*	*	*	*	*	*	36%
Male	37	711	711	736	*	*	*	*	*	*	34%
Economically Disadvantaged Students	45	713	713	722	*	*	*	*	*	*	16%
Non-Economically Disadvantaged Students	16	721	721	743	*	*	*	*	*	*	43%
Students with Disabilities	11	698	698	712	*	*	*	*	*	*	*
Students without Disabilities	50	719	719	741	*	*	*	*	*	*	*
English Learners	*	*	*	708	*	*	*	*	*	*	*
Non-English Learners	*	*	*	738	*	*	*	*	*	*	*
Homeless Students	*	*	*	717	*	*	*	*	*	*	*
Students in Foster Care	*	*	*	713	*	*	*	*	*	*	*
Military-Connected Students	N	N	N	739	N	N	N	N	N	N	35%
Migrant Students	N	N	N	711	N	N	N	N	N	N	19%



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Mathematics Assessment - Performance by Test: Algebra II

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	13	746	746	755	0%	*	*	*	*	54%	58%
White	*	*	*	758	*	*	*	*	*	*	62%
Hispanic	*	*	*	731	*	*	*	*	*	*	34%
Black or African American	*	*	*	725	*	*	*	*	*	*	27%
Asian, Native Hawaiian, or Pacific Islander	N	N	N	777	N	N	N	N	N	N	80%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	55%
Two or More Races	N	N	N	761	N	N	N	N	N	N	65%
Female	*	*	*	752	*	*	*	*	*	*	55%
Male	*	*	*	758	*	*	*	*	*	*	62%
Economically Disadvantaged Students	*	*	*	729	*	*	*	*	*	*	32%
Non-Economically Disadvantaged Students	*	*	*	761	*	*	*	*	*	*	65%
Students with Disabilities	N	N	N	715	N	N	N	N	N	N	25%
Students without Disabilities	13	746	746	756	0%	*	*	*	*	54%	60%
English Learners	N	N	N	696	N	N	N	N	N	N	11%
Non-English Learners	13	746	746	755	0%	*	*	*	*	54%	59%
Homeless Students	*	*	*	717	*	*	*	*	*	*	23%
Students in Foster Care	N	N	N	715	N	N	N	N	N	N	14%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	39%
Migrant Students	N	N	N	*	N	N	N	N	N	N	*



Lindenwold High School
(07-2670-005)
Grades Offered: 09-12
2018-2019

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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
9	N	N
10	N	N
11	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	11.3%	40.9%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	29	*	*
3-4	31	*	*
5 or more	21	*	*



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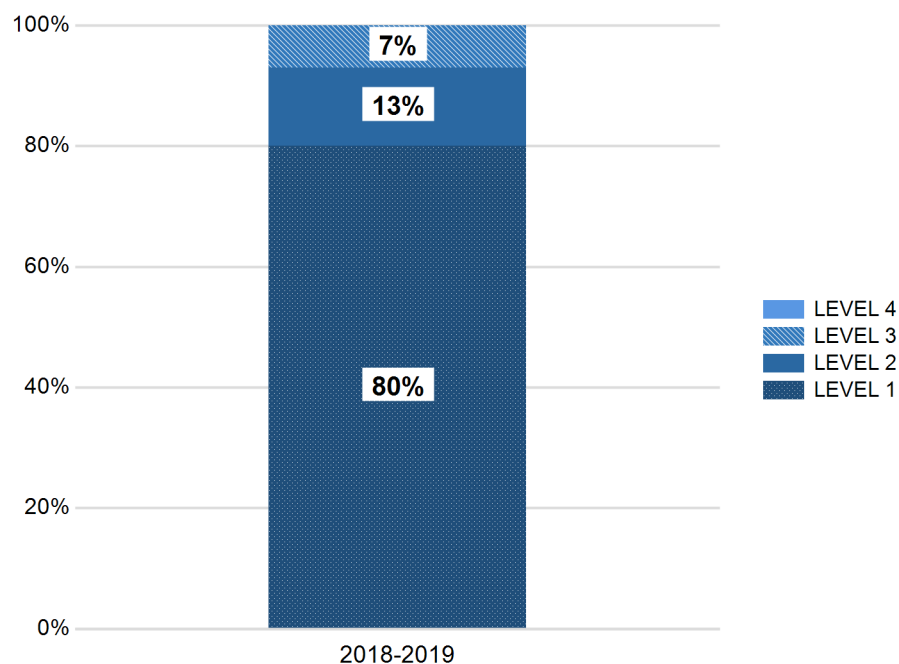
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 11 Summary

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



NJSLA Science Assessment: Grade 11

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	80	13	7	0
White	*	*	*	*
Hispanic	84	13	2	0
Black or African American	90	5	5	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	N	N	N	N
Female	79	13	9	0
Male	81	13	6	0
Economically Disadvantaged Students	83	13	4	0
Non-Economically Disadvantaged Students	71	13	17	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	*	*	*	*
Students in Foster Care	*	*	*	*
Military-Connected Students	N	N	N	N
Migrant Students	N	N	N	N



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Information about participation and performance on the PSAT, SAT, and ACT exams comes directly from College Board and ACT.

PSAT, SAT, & ACT - Participation

This table shows information about participation on the PSAT, SAT, and ACT exams. PSAT participation is the percentage of 10th and 11th graders that took the PSAT 10 or PSAT NMSQT exam in 2018-19. SAT and ACT participation rates show the percentage of 12th graders that have taken the SAT or ACT this year or in prior years.

Participation Type	School Participation Rate	State Participation Rate
10th and 11th graders taking PSAT 10/NMSQT in 2018-19	100.0%	84.5%
12th graders taking SAT in 2018-19 or prior years	73.1%	72.1%
12th graders taking ACT in 2018-19 or prior years	*	19.6%

PSAT, SAT, & ACT - Performance

This table shows how students performed on the PSAT, SAT, and ACT tests by subject area. The table includes average test scores, college readiness benchmarks, and the percentage of students that scored at or above these benchmarks. Benchmarks were defined by College Board and ACT and students that score at or above these benchmarks have a high chance of success in credit-bearing college courses.

Participation Type	School Average Score	State Average Score	College Readiness Benchmarks	School - Students Scores at or above Benchmark	State - Students Scores at or above Benchmark
PSAT 10/NMSQT - Reading and Writing	383	476	Grade 10: 430 Grade 11: 460	25%	61%
PSAT 10/NMSQT - Math	395	477	Grade 10: 480 Grade 11: 510	13%	43%
SAT - Reading and Writing	438	539	480	26%	70%
SAT - Math	455	541	530	15%	53%
ACT - Reading	*	25	22	*	66%
ACT - English	*	24	18	*	81%
ACT - Math	*	24	22	*	65%
ACT - Science	*	24	23	*	57%



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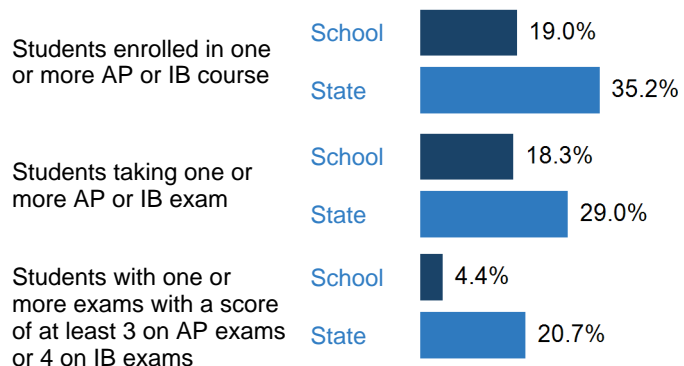
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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. These include participating in advanced course work such as **Advanced Placement (AP)** or **International Baccalaureate (IB)** courses and exams and **dual enrollment** courses where high school students can enroll in college courses for credit.

AP/IB Coursework – Participation and Performance

This chart shows the percentage of 11th and 12th graders who enrolled in one or more AP or IB courses, who took one or more AP or IB exams, and who had one or more exams with an AP score of 3 or higher or IB score of 4 or higher.



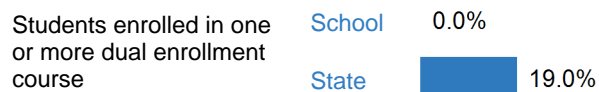
AP/ IB Courses Offered

This table shows the list of AP/IB Courses that were offered by the school or for which students took the corresponding AP/IB exam along with the number of students enrolled and the number of students taking the exam. Students do not need to take a course to take the exam and not all students enrolled in a course take the exam. The last two rows show the total number of exams taken and the number of exams with AP scores of 3 or higher or IB scores of 4 or higher. Students who take multiple examples are counted more than once in the last two rows.

AP/IB Course	Students Enrolled	Students Tested
AP Biology	19	18
AP Calculus AB	6	6
AP Chemistry	17	17
AP English Literature and Composition	10	10
AP Human Geography	0	1
AP Physics 1	7	7
AP Studio Art—Drawing Portfolio	1	1
AP Studio Art—Two-Dimensional	0	1
AP U.S. History	15	14
Total Exams taken		75
Exams with scores of at least 3 on AP exams or 4 on IB exams		17

Dual Enrollment Coursework - Participation

This graph shows the percentage of 11th and 12th graders who were enrolled in at least one dual enrollment course during the school year. Dual enrollment courses allow high school students to enroll in college courses for credit prior to their high school graduation.





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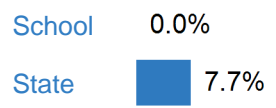
This section contains information about participation in approved Career and Technical Education (CTE) programs and Structured Learning Experiences and students earning Industry-Valued Credentials. For more information about Career and Technical Education in New Jersey, please visit the [NJDOE's Career and Technical Education website](#).

Career and Technical Education Participation

The graphs below show the percentage of students in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. Students enrolled in shared-time Career and Technical Education programs in a county vocational school district are included in the percentages for both the county vocational school and their sending school.

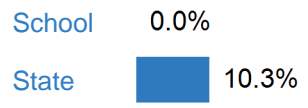
CTE Participants

(completed only one course in an approved CTE program)



CTE Concentrators

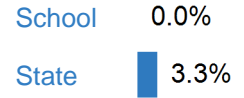
(completed two or more courses in a single approved CTE program and/or completed the entire CTE program)



Structured Learning Experiences Participation

The graph below shows the percentage of students in grades 9 through 12 who participated in Structured Learning Experiences during the school year. Structured Learning Experiences can include work-based learning programs, internships, apprenticeships, and service learning experiences and can be paid or unpaid.

Structured Learning Experiences





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Career and Technical Education Participation by Student Group

This table shows the percentage of students, both overall and by student group, in grades 9 through 12 who were enrolled in courses in approved Career and Technical Education (CTE) programs. CTE participants have completed only one course in an approved CTE program. CTE concentrators have completed two or more courses in a single approved CTE program and/or have completed the entire CTE program. Students enrolled in shared-time CTE programs in a county vocational school district are included in the percentages for both the county vocational school and their sending high school.

Student Group	School: % CTE Participants	School: % CTE Concentrators	State: % CTE Participants	State: % CTE Concentrators
Schoolwide	0.0%	0.0%	7.7%	10.3%
White	0.0%	0.0%	6.1%	9.6%
Hispanic	0.0%	0.0%	10.3%	11.3%
Black or African American	0.0%	0.0%	9.0%	11.2%
Asian, Native Hawaiian, or Pacific Islander	0.0%	0.0%	5.8%	9.3%
American Indian or Alaska Native	N	N	10.3%	12.7%
Two or More Races	*	*	6.8%	12.1%
Female	0.0%	0.0%	7.3%	10.6%
Male	0.0%	0.0%	8.0%	10.1%
Economically Disadvantaged Students	0.0%	0.0%	10.4%	11.8%
Students with Disabilities	0.0%	0.0%	6.6%	9.2%
English Learners	0.0%	0.0%	8.7%	3.2%
Homeless Students	0.0%	0.0%	8.1%	6.6%
Students In Foster Care	*	*	6.4%	5.0%
Military-Connected Students	*	*	9.7%	13.3%
Migrant Students	N	N	10.4%	*



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Industry-Valued Credentials

The graph below shows the percentage of students in grades 9 through 12 who earned one or more Industry-Valued Credential during the school year.

Students Earning Industry-Valued Credentials



Industry-Valued Credentials by Career Cluster

This table shows by Career Cluster the number of students enrolled in approved Career and Technical Education programs, the number of students that earned one or more industry-valued credential, and the total number of credentials earned. Students are only enrolled in one career cluster, but they may earn credentials in multiple clusters or earn multiple credentials within one cluster. Career Clusters without approved credentials are grayed out. Career Cluster rows will be hidden if no students were enrolled and no credentials were earned. The last row provides unique counts of students enrolled and students earning one or more credentials across all clusters.

Career Cluster	Students Enrolled in Program	Students Earning at least one Credential	Total credentials earned
Total (All Clusters)	0	0	0



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website. An English course participation table is not included below because students are required to take four years of English in high school. Detailed information about students enrolled in AP/IB courses in English Language Arts and other subject areas is available in the AP/IB Courses Offered table in the College and Career Readiness Section of this report.

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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Algebra I	Geometry	Algebra II	Pre-Calculus	Calculus	Statistics	Other Math
9	119	21	0	0	0	0	138
10	13	105	22	0	0	0	118
11	4	8	53	26	2	0	82
12	2	6	3	36	13	0	67
Total	138	140	78	62	15	0	405
Enrolled in AP/IB Course					6	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0

Science - Course Participation

This table shows the number of students who were enrolled in Science courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Biology	Chemistry	Earth and Space Science	Environmental Science	Physics	Other Science
9	127	2	0	2	15	0
10	10	37	0	2	80	0
11	6	72	0	25	14	5
12	22	7	0	12	28	16
Total	165	118	0	41	137	21
Enrolled in AP/IB Course	19	17		0	7	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0



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Social Studies and History - Course Participation

This table shows the number of students who were enrolled in Social Studies and History courses by grade and subject area. Students are counted more than once if they were enrolled in courses across multiple subject areas. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	World History	US History I & II	Economics	Psychology	Sociology	Other Social Studies or History
9	7	27	0	5	0	7
10	3	127	0	2	0	5
11	9	107	0	11	0	19
12	90	17	0	12	0	19
Total	109	278	0	30	0	50
Enrolled in AP/IB Course	0	15	0	0		0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

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. The last three rows show the number of students enrolled in level 3 or higher courses (such as French II or IV), Advanced Placement (AP) or International Baccalaureate (IB) courses, and Dual Enrollment courses by language.

Grade	Spanish	French	Italian	Latin	German	Chinese	Other Languages
9	73	13	0	0	0	0	0
10	69	24	0	0	0	0	0
11	20	1	0	0	0	0	0
12	9	1	0	0	0	0	0
Total	171	39	0	0	0	0	0
Enrolled in AP/IB Course	0	0	0	0	0	0	0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0	0
Enrolled in Level 3 or Higher	21	3	0	0	0	0	0



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Computer Science and Information Technology – 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. The last two rows show the number of students enrolled in Advanced Placement (AP) or International Baccalaureate (IB) courses and Dual Enrollment courses by subject area. Subject areas where AP/IB courses are not offered are grayed out.

Grade	Computer Programming	Computing Systems	Other Computer Science	Networking	Information Systems	Other IT
9	5	0	0	0	0	0
10	2	0	0	0	0	0
11	4	0	0	0	0	0
12	7	0	0	0	0	0
Total	18	0	0	0	0	0
Enrolled in AP/IB Course	0		0			0
Enrolled in Dual Enrollment Course	0	0	0	0	0	0

**Lindenwold High School**

(07-2670-005)

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2018-2019

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Seal of Biliteracy

This table shows the number of Seals of Biliteracy earned by language. The New Jersey Department of Education State Seal of Biliteracy identifies graduating high school students who are able to demonstrate proficiency in English in addition to one or more languages. Students may be counted more than once if they earned Seals across more than one language. Visit the [NJDOE Seal of Biliteracy website](#) for more information.

Language	Students Earning a Seal of Biliteracy
Total	0



Lindenwold High School
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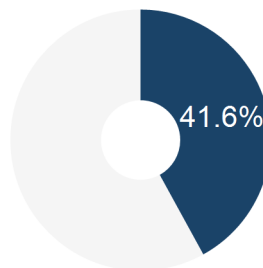
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Visual and Performing Arts – Course Participation

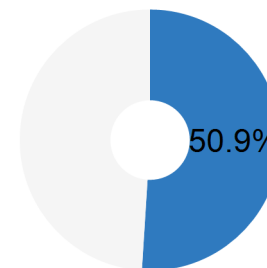
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 9-12:

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

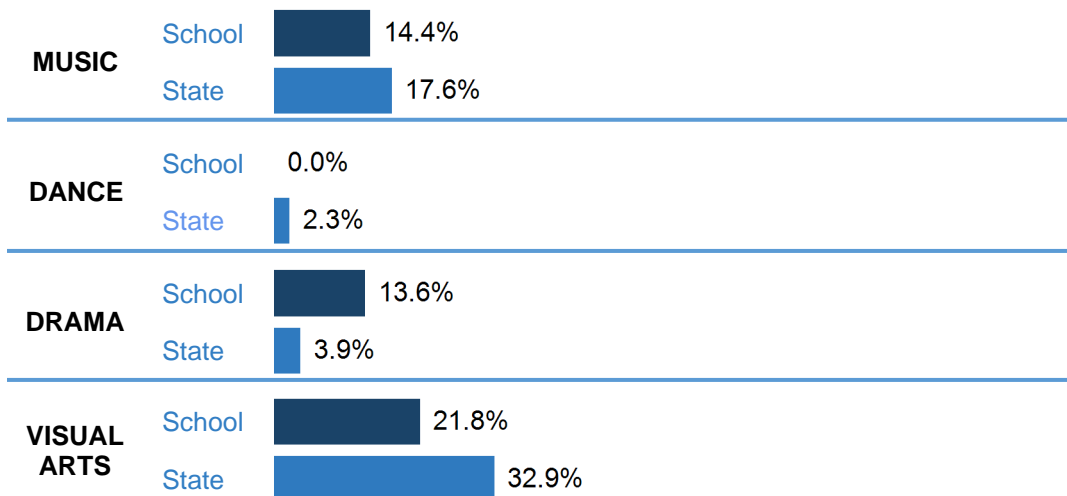


School



State

Students enrolled in one or more classes by discipline:





Lindenwold High School
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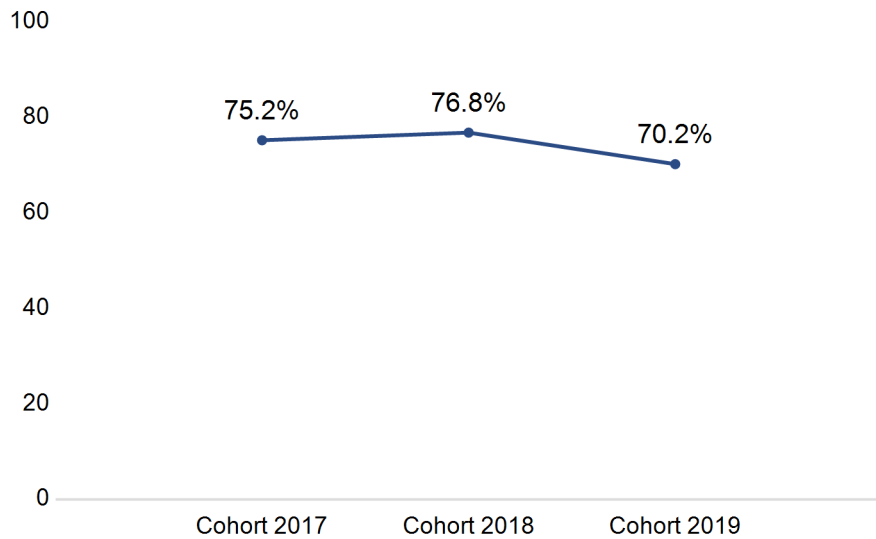
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Graduation rates are calculated based on the adjusted cohort graduation rate calculation. More information can be found on the [NJDOE Graduation Rate page](#).

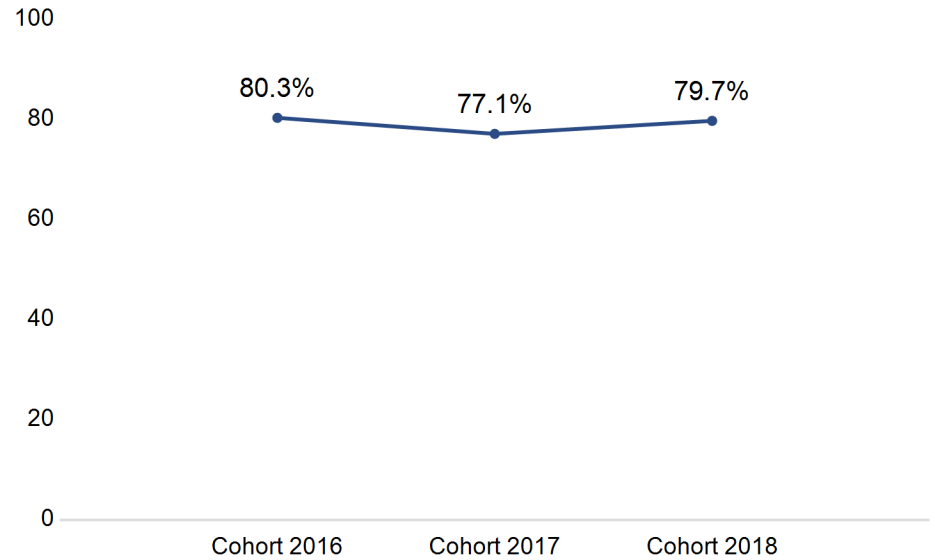
Graduation Rate Trends and Progress

These graphs show the 4-year and 5-year adjusted cohort graduation rates for the most recent three cohorts of students. The table below shows whether annual targets were met for each cohort. Note that for accountability and annual targets, graduation data from the prior year is used, so annual target status for Cohort 2019 4-Year and Cohort 2018 5-Year are not provided.

4-Year Graduation Rate Trends



5-Year Graduation Rate Trends



Performance Measure	Cohort 2017 4-Year Rate	Cohort 2018 4-Year Rate	Cohort 2019 4-Year Rate	Cohort 2016 5-Year Rate	Cohort 2017 5-Year Rate	Cohort 2018 5-Year Rate
Graduation Rate	75.2%	76.8%	70.2%	80.3%	77.1%	79.7%
Annual Target	78.3%	79.2%		83.2%	83.9%	
Met Annual Target?	Not Met	Not Met		Not Met	Not Met	
Statewide Graduation Rate	90.5%	90.9%	90.6%	91.8%	92.4%	92.5%



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Graduation Rates

This table shows 4-year and 5-year graduation rates both overall and by student group. Annual ESSA accountability targets for the Class of 2018 4-year rate and the Class of 2017 5-year rates are included with a flag for whether the annual targets were met. Student group rows where the annual target fields are grayed out are not required to meet annual targets under ESSA accountability. For more details on New Jersey's accountability system, see these [accountability resources](#).

Student Group	School - Class of 2019: 4 Year Rate	State - Class of 2019: 4 Year Rate	School - Class of 2018: 5 Year Rate	State - Class of 2018: 5 Year Rate	Class of 2018: 4 Year Rate	Class of 2018: 4 Year Target	Class of 2018: Met Target	Class of 2017: 5 Year Rate	Class of 2017: 5 Year Target	Class of 2017: Met Target
Schoolwide	70.2%	90.6%	79.7%	92.5%	76.8%	79.2%	Not Met	77.1%	83.9%	Not Met
White	64.7%	94.9%	84.2%	95.9%	78.9%	**	**	*	79.0%	Not Met
Hispanic	67.3%	84.5%	69.2%	87.3%	67.7%	83.4%	Not Met	71.7%	88.8%	Not Met
Black or African American	75.0%	83.3%	89.1%	87.1%	86.2%	76.5%	Met Target	84.1%	82.1%	Met Target
Asian, Native Hawaiian or Pacific Islander	*	96.9%	*	97.8%	*	**	**	*	**	**
American Indian or Alaska Native	N	92.2%	*	88.9%	*	**	**	N	N	N
Two or More Races	*	91.4%	*	94.2%	*	**	**	N	N	N
Female	81.9%	92.8%	88.5%	94.4%	86.1%			87.9%		
Male	57.1%	88.5%	70.7%	90.8%	67.1%			69.0%		
Economically Disadvantaged Students	69.1%	84.0%	78.2%	87.3%	74.5%	73.8%	Met Target	76.4%	84.2%	Not Met
Students with Disabilities	60.0%	79.2%	78.9%	83.8%	60.0%	60.0%	Met Target	66.7%	78.1%	Not Met
English Learners	47.9%	75.4%	48.0%	80.1%	48.0%	N	N	73.7%	**	**
Homeless Students	50.0%	74.6%	*	78.3%	*			*		
Students in Foster Care	N	57.6%	N	82.5%	N			N		
Migrant Students	N	83.3%	N	85.0%	N			N		

**Lindenwold High School**

(07-2670-005)

Grades Offered: 09-12

2018-2019

Report Key:

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N No Data is available to display

† This indicates a table specific note, see note below table

Graduation Pathways

This table shows the percentage of Cohort 2019 graduates that met high school graduation requirements through each type of graduation pathway for both English Language Arts (ELA) and Math.

Graduation Pathway	ELA Graduation Pathway	Math Graduation Pathway
Statewide Assessment	50.4%	36.0%
Substitute Competency Test	19.2%	30.4%
Portfolio Appeals Process	20.8%	24.0%
Alternate Requirements specified in IEP	8.0%	8.0%
Unknown	1.6%	1.6%

Dropout Rate Trends

This table shows the percentage of students in grades 9 through 12 that dropped out during each of the past three school years.

School Year	School Rate	State Rate
2018-2019	3.4%	1.2%
2017-2018	2.9%	1.2%
2016-2017	5.2%	1.1%



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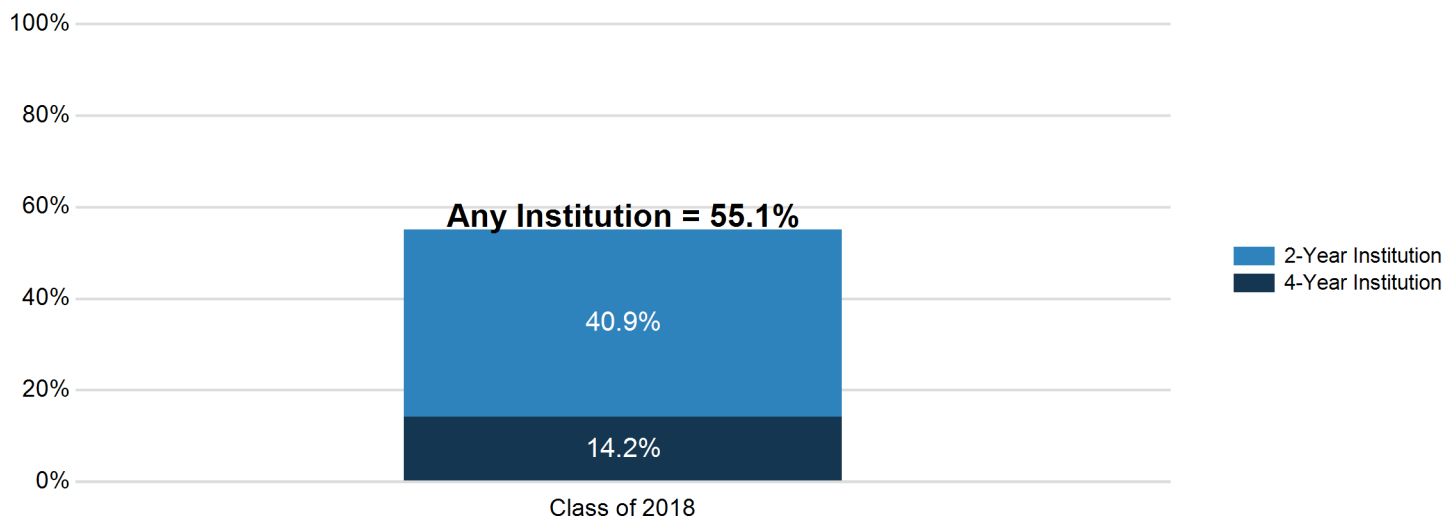
† This indicates a table specific note, see note below table

Information about students enrolling in colleges and universities after graduation is collected from the National Student Clearinghouse, which collects data from at least 95% of higher education institutions nationwide.

Postsecondary Enrollment Rate Summary

The graphs and tables below show the percentage of graduates that have enrolled in 2-year and 4-year institutions within 16 months of graduating from high school.

Postsecondary Enrollment 16 months after Graduation



Performance Measure	Class of 2018
% Enrolled in 2-Year Institution	40.9%
% Enrolled in 4-Year Institution	14.2%
% Enrolled in Any Postsecondary Institution	55.1%



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Postsecondary Enrollment Rates: Fall

This table shows information about Class of 2019 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the next two columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution
Statewide	72%	28.7%	71.3%
Schoolwide	41.3%	76.9%	23.1%
White	36.4%	100%	0%
Hispanic	30.3%	90%	10%
Black or African American	50%	50%	50%
Asian, Native Hawaiian, or Pacific Islander	*	*	*
American Indian or Alaska Native	N	N	N
Two or More Races	*	*	*
Economically Disadvantaged Students	36.5%	77.1%	22.9%
Students with Disabilities	29.4%	100%	0%
English Learners	10.5%	100%	0%

Postsecondary Enrollment Rates: 16 month

This table shows information about Class of 2018 high school graduates enrolled in postsecondary institutions by the fall of 2019. The first column shows the percentage of graduates enrolled in any postsecondary institution, and the following sets of columns show the percentage of those enrolled students that were enrolled in 2-year and 4-year institutions, public or private institutions, and in-state and out-of-state institutions.

Student Group	% Enrolled in Any Institution	% Enrolled in 2-Year Institution	% Enrolled in 4-Year Institution	% Enrolled in Public Institution	% Enrolled in Private Institution	% Enrolled in In-State Institution	% Enrolled in Out-of-State Institution
Statewide	77.8%	30.9%	69.1%	72.9%	27.1%	65.5%	34.5%
Schoolwide	55.1%	74.3%	25.7%	87.1%	12.9%	87.1%	12.9%
White	33.3%	100%	0%	100%	0%	83.3%	16.7%
Hispanic	39.6%	89.5%	10.5%	100%	0%	100%	0%
Black or African American	71.4%	67.5%	32.5%	82.5%	17.5%	85%	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*	*	*	*
American Indian or Alaska Native	*	*	*	*	*	*	*
Two or More Races	*	*	*	*	*	*	*
Economically Disadvantaged Students	56.8%	78%	22%	86%	14%	86%	14%
Students with Disabilities	14.3%	100%	0%	100%	0%	50%	50%
English Learners	12.5%	100%	0%	100%	0%	100%	0%



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

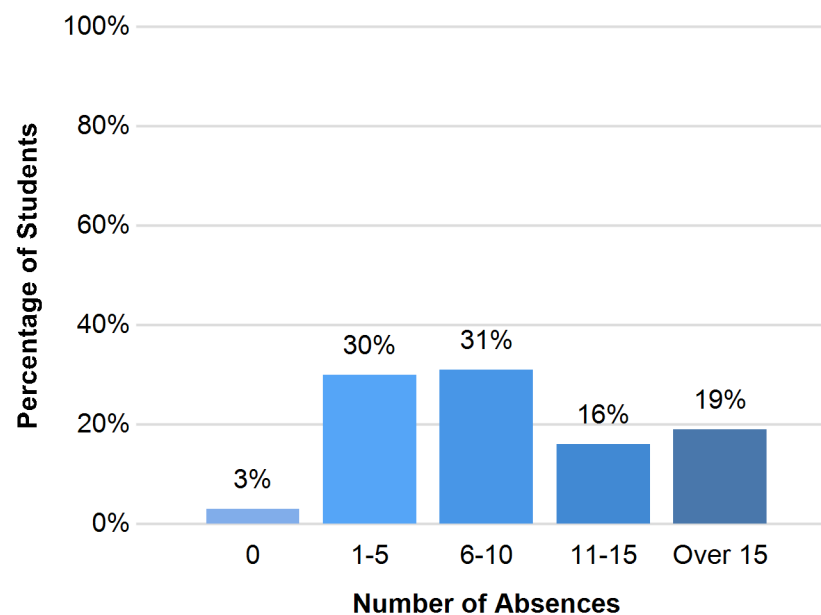
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	75	14.2	14.2	Met
White	12	23.1	14.2	Not Met
Hispanic	35	12.9	14.2	Met
Black or African American	23	12.3	14.2	Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	**	**
Female	38	14.2		
Male	37	14.2		
Economically Disadvantaged Students	52	12.6	14.2	Met
Students with Disabilities	19	27.9	14.2	Not Met
English Learners	13	14.8	14.2	Not Met
Homeless Students	8	26.7		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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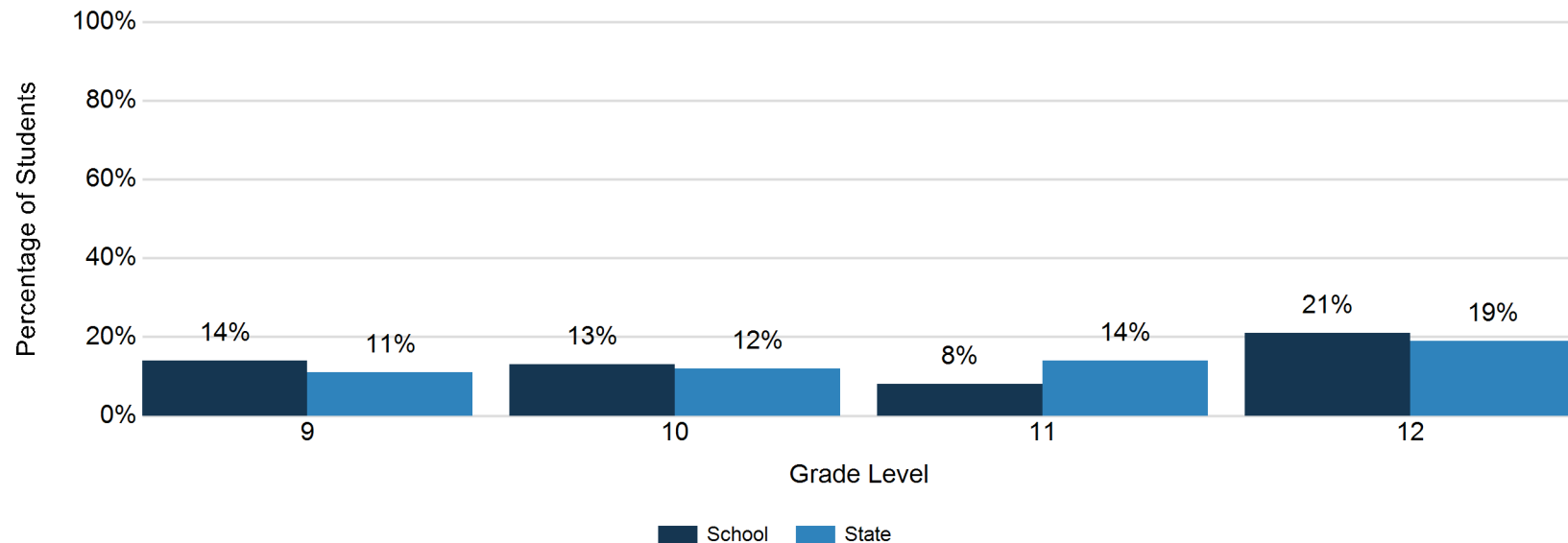
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	15
Weapons	0
Vandalism	3
Substances	6
Harassment, Intimidation, Bullying (HIB)	2
Total Unique Incidents	26
Incidents Per 100 Students Enrolled	4.85

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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	2	2
No Identified Nature	0		0

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	4
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	0
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	26	4.9%
Out-of-School Suspensions	30	5.6%
Any Suspension	47	8.8%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
263



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School Day

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

Category	School
Typical Start Time	7:30 AM
Typical End Time	2:20 PM
Length of School Day	6 Hrs 50 Mins
Full Time - Instructional Time	5 Hrs 58 Mins
Shared Time - Instructional Time	5 Hrs. 58 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	12.0	12.1
Average years experience in district	10.4	10.8
Percentage of Teachers with 4 or more years experience in the district	77.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	16.9	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	9:1	11:1
Students to Administrators	67:1	142:1
Teachers to Administrators	7:1	13:1
Students to Librarians/Media Specialists		2838:1
Students to Nurses		946:1
Students to Counselors		405:1
Students to Child Study Team Members		258:1



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	50.4%	52.6%	50.0%	48.4%	77.1%	54.9%
Male	49.6%	47.4%	50.0%	51.6%	22.9%	45.1%
White	10.1%	89.5%	62.5%	42.4%	83.6%	77.4%
Hispanic	52.2%	1.8%	0.0%	29.9%	7.3%	7.2%
Black or African American	34.3%	8.8%	37.5%	15.0%	6.6%	13.9%
Asian	2.2%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.2%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	0.9%	0.0%	0.0%	2.1%	0.2%	0.2%



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Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree

Teacher 47%

Admin N/A

Master's Degree

Teacher 49%

Admin 100%

Doctoral Degree

Teacher 4%

Admin 0%

Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.9%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	97.0%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 [Comprehensive Annual Financial Report \(CAFR\) 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 2018-19 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.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Targeted Support and Improvement
Category of Identification	Low Performing Student Group (ATSI)
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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	Low Performing Student Group (ATSI)
Student Group Status: English Learners	

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



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	20.1%	25.7%	24.2%
Math Proficiency	*	*	*
ELA Growth	N	N	N
Math Growth	N	N	N
4-Year Graduation Rate†	75.2%	76.8%	70.2%
5-Year Graduation Rate†	80.3%	77.1%	79.7%
Progress toward English Language Proficiency		24.4%	11.3%
Chronic Absenteeism	19.9%	13.8%	14.2%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



Lindenwold High School
(07-2670-005)
Grades Offered: 09-12
2018-2019

Report Key:

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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	4-Year Graduation Rate: Met Annual Target	5-Year Graduation Rate: Met Annual Target	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Not Met	Met	No
White	Met Target†	Not Met	**	Not Met	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	Met Target†	Not Met	Met Target	Met Target	n/a	Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Met Target	Not Met	n/a	Met	No
Students with Disabilities	Not Met	Met Target†	Met Target	Not Met	n/a	Not Met	No
English Learners	Not Met	Not Met	N	**	**	Not Met	No

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



Lindenwold High School

(07-2670-005)

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2018-2019

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School Narrative

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Mission, Vision,
Theme:

The Lindenwold School Community is committed to preparing all students to meet the New Jersey Student Learning Standards and providing a safe, academically challenging, student-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.



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Sports and Athletics:

Sports Offered: Baseball (Boys), Basketball (Boys & Girls), Bowling (Coed), Cheerleading (Coed), Cross Country (Coed), Field Hockey (Coed), Football (Coed), Soccer (Boys & Girls), Softball (Girls), Tennis (Boys & Girls), Track and Field - Spring (Boys & Girls), Wrestling (Coed)

The Lindenwold School District believes that a dynamic program of student activities is vital to the educational development of the student. The Lindenwold High School Athletic Program provides a variety of experiences to aid in the development of favorable habits and attitudes in students that will prepare them for adult life in society. Athletics function as an integral part of the total curriculum. It offers opportunities to serve both the participant and the institution, to assist in the development of fellowship and good will, to promote self-realization and all-around growth, and to encourage learning the qualities of good citizenship. Athletics plays an important part in the life of the Lindenwold High School student. Young people learn a great deal from their participation in interscholastic athletics. Lessons in sportsmanship, teamwork, competition, and how to win and lose gracefully are an integral part of each team in our athletic programs.



Clubs and Activities:

Lindenwold High School has 26 different clubs and activities, something for everyone, available to the student body. These clubs and activities include Adventure Club, Art Club, Audio Visual Club, Building Men, Leading Ladies, Concert Band, Concert Choir, Drama Club, Freshman Class, Interact, Junior Class, Leo Club, Marching Band, National Honor Society, Outspoken Poetry, Stage Crew, Step Team, Student Council, Senior Class, Sophomore Class, and Yearbook— "The Legacy".





Lindenwold High School
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 <p>Before and After School Programs:</p>	<p>Lindenwold offers several after school programs to assist students. Currently, an additional period is added to the end of the school day for students to gain proficiency in content areas in which they have not shown proficiency. Students will attend this tutorial session three per week. If students show proficiency they are able to earn a passing grade back for that marking period. This cycle repeats itself each marking period throughout the school year. Lindenwold High School also offers content area tutoring in our media center four days per week. Teachers from all content areas assist any student that would like extra assistance with their studies. National Honor Society Members are required to provide tutoring in the media center four days per week, along with the teaching staff, for community service requirements. Lindenwold High School Teachers also make themselves available for additional assistance several times per week, after school in their classroom.</p>
 <p>Staff and Professional Learning:</p>	<p>Lindenwold High School utilizes The School Improvement Panel or SciP Committee to plan certain areas of focus and professional development for each academic school year. The SciP Committee, which is comprised of teachers and administrators, meets several times during the school year to discuss progress of goals and initiatives for Lindenwold High School. The criteria for the goals are data driven and/or based on best practices in education. During the 2018-2019 school year the areas of focus and professional development were Literacy across all Content Areas, Google Classroom Tier 1 Certification for Teachers, Increasing Positive Culture/Climate and Relationships, Continuing Academic Categories Grading, Trauma Informed School & Staff and Professional Development for Staff to better serve our English Language Learners.</p>



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Parent and Community Involvement:

Lindenwold High School provides a welcoming atmosphere to invite the community into our high school. Currently, Lindenwold High School has a Varsity Booster Club to assist with all athletic events, fundraising and scholarships for all student athletes. The Varsity Club hosts several fundraising events each year to welcome community members and raise money for our athletic programs. Lindenwold High School has a Special Education Advisory Group that meets several times each year. All school community members are invited to attend. Lindenwold High School also offers a free course for Adult English Language Learners with all residents welcome to attend throughout the school year. Parents also have access to a Parent Portal through our Student Data System to monitor student progress. Lindenwold High School currently has partnerships with several organizations including Camden County College and The Family Success Center. Community School is a current initiative at Lindenwold High School.






Lindenwold High School
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 <p>Climate Surveys:</p>	<p>Is a Climate Survey Used: Yes; Who is surveyed: Students, Parents, Administrators, Teachers</p>
 <p>Facilities:</p>	<p>Built in 2001, Lindenwold High School offers a modern facility that promotes quality teaching and student learning. Our students boast about our professional video production studio, high technology media center, and wireless computer stations throughout the building. Lindenwold High School is equipped to accommodate students choosing to bring their own electronic devices to enhance learning experiences surrounded by technology. They also enjoy our state of the art athletic equipment and football/soccer stadium along with pristine athletic fields. Lindenwold High School also has exceptional fine, practical and performing arts programs. Theater students perform in a beautiful auditorium and have access to the best equipment. Our Art rooms are equipped with ceramic kilns and the latest technology, along with a computer graphics lab at Lindenwold High School.</p>
 <p>School Safety:</p>	<p>The Lindenwold Public School District takes several measures to ensure staff and students safety. Recently, the school district has added an additional School Resource Officer increasing the number of Officers in the district to two. The two School Resource Officers are shared with five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. State of the art camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of each building when students are present. Administration attends annual training on school safety. Lindenwold Public Schools has added a School Safety Specialist for the district as require</p>



Lindenwold High School

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Technology and STEM:

Technology is incorporated into the curriculum in a variety of ways at Lindenwold High School. All classrooms have Smart Board technology and Elmo projectors which allow teachers to design interactive, technology based lessons. All classrooms have a set of Chromebooks for student use which allows many teachers to rely on platforms like Google Classroom to communicate with and provide assignments to their students. A variety of technology based programs are used to better serve our students including Math 180, Read 180, and the multitude of online resources that accompany many of our course textbooks. STEM courses include our computer science course through which students learn coding and a variety of other STEM topics. The course has grown exponentially from its initial inception and is now a top choice elective for students. The Science Club also provides the opportunity for students to engage in STEM projects such as exploring forensic science and designing a catapult.



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Other Information

Lindenwold High School is made up of a diverse population consisting of approximately 535 students. Lindenwold High School takes pride in developing lifelong learners who are ready to conquer the challenges of college or the workplace by having the skills to adapt and react to real-life unpredictable situations that are applicable to 21st century skills and learning. All students at Lindenwold High School are presented with a comprehensive curriculum aligned to New Jersey Student Learning Standards. Honors and Advanced Placement Classes, in addition to other academic courses, are offered to ensure Lindenwold High School meets the needs of all students. Lindenwold High School has been a member of The International Center for Leadership in Education for several years and has adopted the best practices model of rigor, relevance and positive relationships in education. Lindenwold High School continues to implement best practices to encourage all students to think critically at a high level. Students at Lindenwold are provided with an educational experience designed to graduate students ready for college, post-secondary training, or careers. The administration and teaching staff have worked to create a trusting and safe learning environment for all learners. Lindenwold High School strives to harness the power of 21st century technology to provide excellent instructional experiences for all students. Students make use of our professional video production studio, technology-rich media center, and wireless computer stations throughout the building. Lindenwold High School is equipped to accommodate students choosing to bring their own electronic devices to enhance learning experiences surrounded by technology. LHS is a Google Classroom High School with Certified Tier 1 Google Classroom Teachers. All classrooms are equipped with Smart boards, document cameras, and laptop carts to further promote the engagement of all students while delivering a high-quality experience.



Lindenwold Middle School
(07-2670-090)
Grades Offered: 05-08
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:

**Lindenwold Middle School**

(07-2670-090)

Grades Offered: 05-08

2018-2019

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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	Camden
District	Lindenwold Public School District
Principal Name	Mr. Theodore Pugliese
Address	40 WHITE HORSE AVENUE LINDENWOLD, NJ 08021
Phone Number	856-346-3330
Email Address	tpugliese@lindenwold.k12.nj.us
Website	http://www.ms.lindenwold.k12.nj.us/



Lindenwold Middle School
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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
5	202	217	226
6	207	200	205
7	178	200	200
8	190	162	208
Total	777	779	839

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	49.4%	48.9%	49.9%
Male	50.6%	51.1%	50.1%
Economically Disadvantaged Students	82.2%	82.8%	81.5%
Students with Disabilities	15.1%	14.8%	15.0%
English Learners	12.7%	11.4%	13.6%
Homeless Students	8.1%	5.1%	6.9%
Students in Foster Care	0.9%	1.0%	0.6%
Military-Connected Students	0.1%	0.3%	0.2%
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	2016-17	2017-18	2018-19
White	10.4%	8.3%	8.1%
Hispanic	45.4%	49.4%	52.7%
Black or African American	40.9%	38.4%	36.0%
Asian	2.4%	2.2%	1.8%
Native Hawaiian or Pacific Islander	0.0%	0.1%	0.1%
American Indian or Alaska Native	0.1%	0.1%	0.1%
Two or More Races	0.6%	1.4%	1.2%

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	62.8%
Spanish	35.5%
Other Languages	1.7%



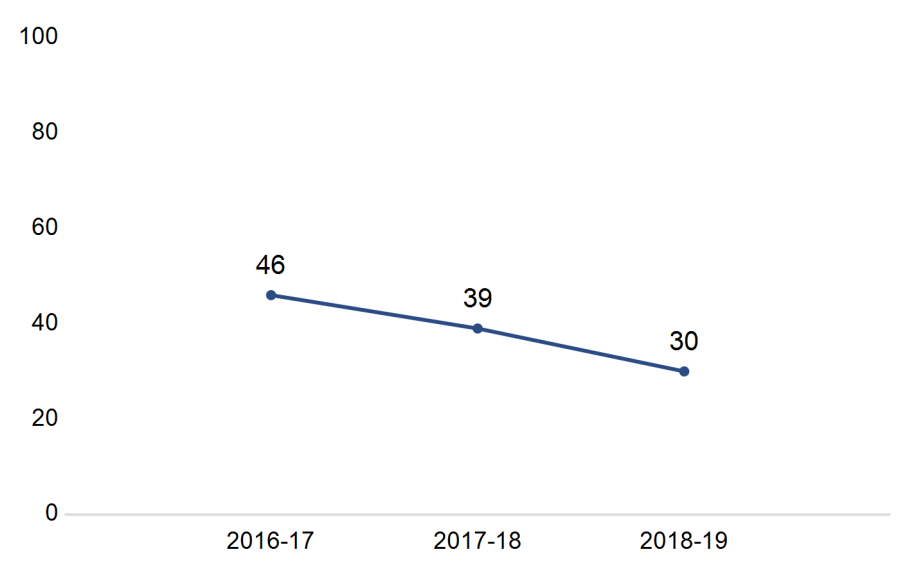
Lindenwold Middle School
 (07-2670-090)
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 2018-2019

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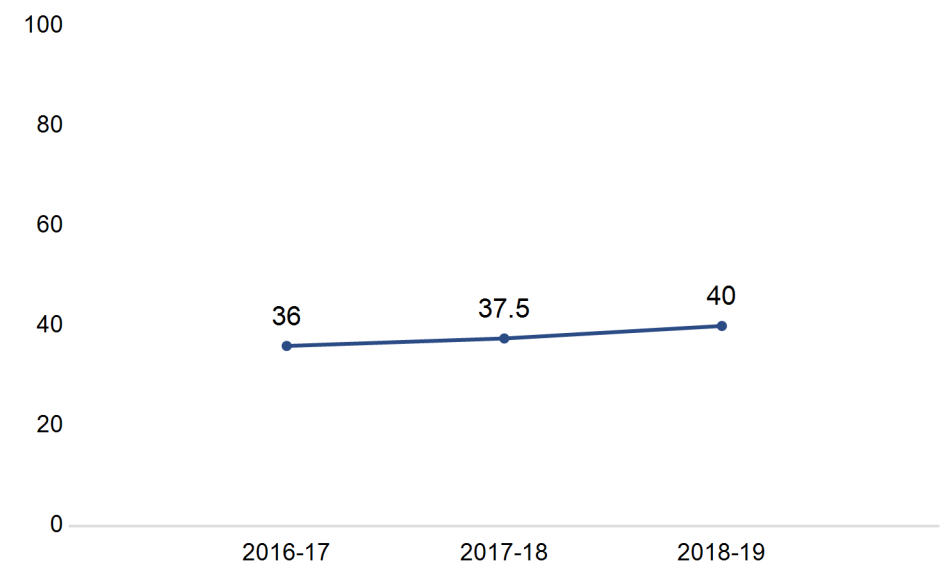
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	46	39	30	36	37.5	40
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Not Met	Met Standard
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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	30	33	50	Not Met	40	39	50	Met Standard
White	34	35.5	50	Not Met	47	51	52	Met Standard
Hispanic	31	34	49	Not Met	42.5	39	47	Met Standard
Black or African American	28	30	45	Not Met	36	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	40	43	59	**	59	52	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	33	34	53	N	41	40	50	N
Male	28	32	47	N	38	38	51	N
Economically Disadvantaged Students	31	33	48	Not Met	41	39	46	Met Standard
Students with Disabilities	26.5	27	43	Not Met	41	42.5	45	Met Standard
English Learners	31	34	52	Not Met	40	38.5	50	Met Standard
Homeless Students	26.5	35	43	N	45	45	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	*	*	49	N	*	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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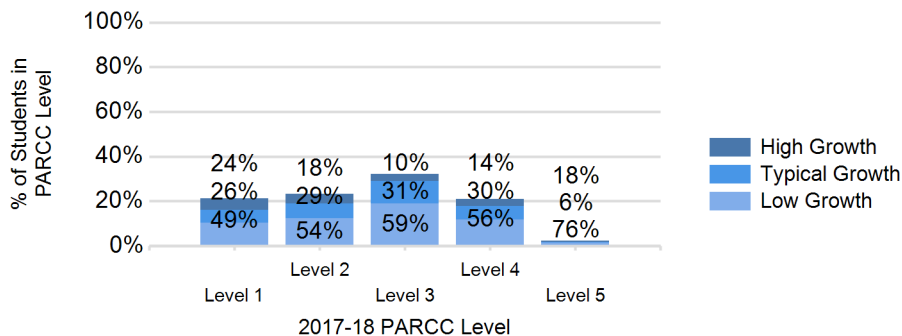
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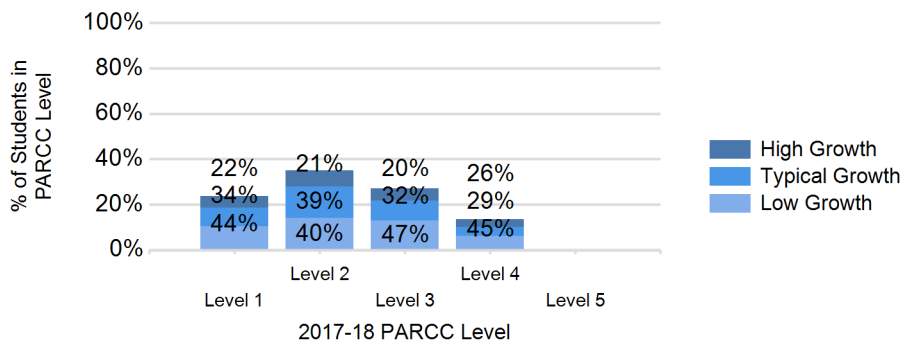
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.

ELA



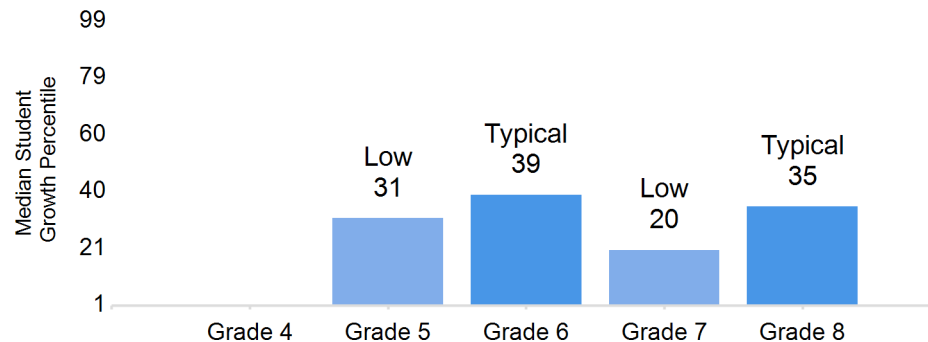
Math



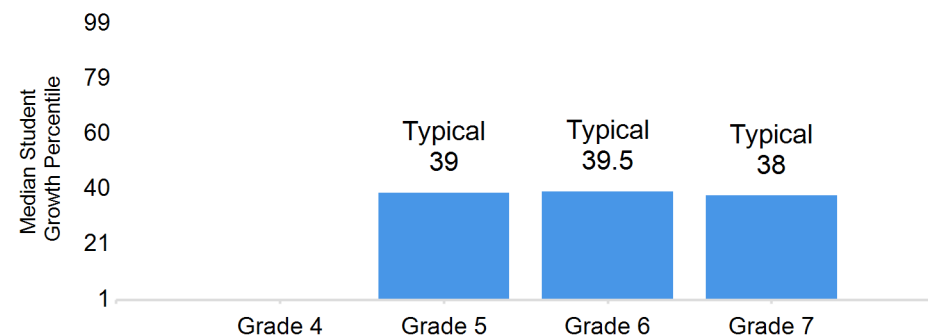
Student Growth by Grade

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

ELA



Math





Lindenwold Middle School
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Grades Offered: 05-08
2018-2019

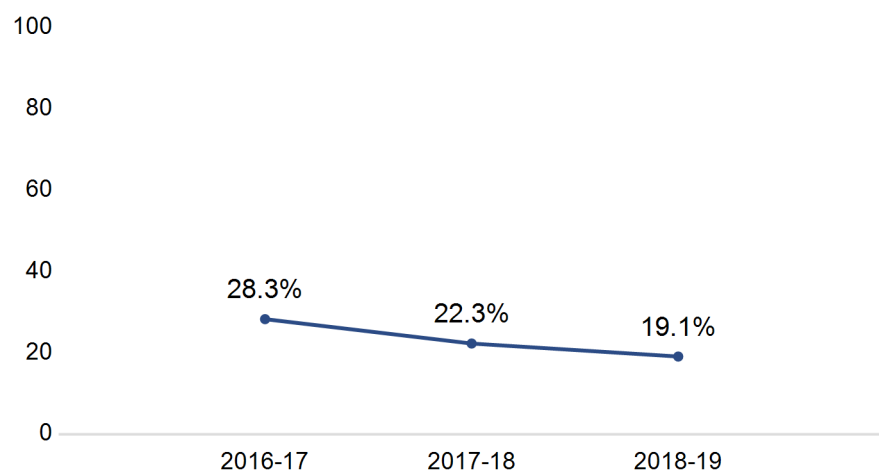
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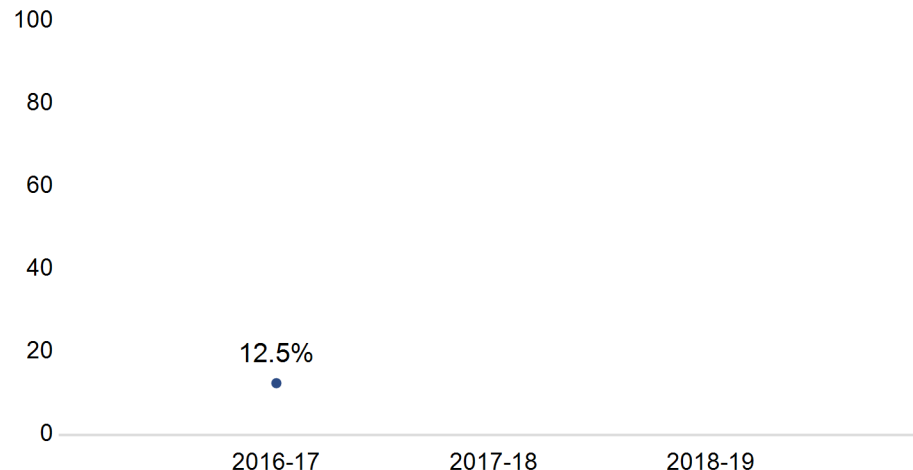
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	95.5%	96.4%	95.5%	95.2%	95.7%	95.3%
Proficiency Rate for Federal Accountability	28.3%	22.3%	19.1%	12.5%	*	*
Annual Target	29.8%	32.5%	35.1%	18.1%	21.3%	24.6%
Met Annual Target?	Met Target†	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	780	95.5	19.1	19.7	57.9	19.1	35.1	Not Met
White	70	94.7	31.4	*	66.9	31.3	45.1	Not Met
Hispanic	409	96.1	17.1	17.1	43.9	17.1	29.3	Not Met
Black or African American	276	95.3	17.0	19.1	38.5	17.0	36.5	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	390	95.3	25.6	25.0	64.8	25.6		
Male	390	95.6	12.6	14.8	51.3	12.6		
Economically Disadvantaged Students	614	95.1	17.6	17.8	40.0	17.6	33	Not Met
Non-Economically Disadvantaged Students	166	96.7	24.7	26.8	67.9	24.7		
Students with Disabilities	123	96.5	*	*	22.7	*	17.1	Not Met
Students without Disabilities	657	95.3	*	*	65.1	*		
English Learners	197	95.2	11.7	10.0	29.3	11.7	20.3	Not Met
Non-English Learners	583	95.5	21.6	23.6	60.6	21.6		
Homeless Students	51	89.7	*	*	29.1	*		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	*	*	*	*	57.8	*		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.

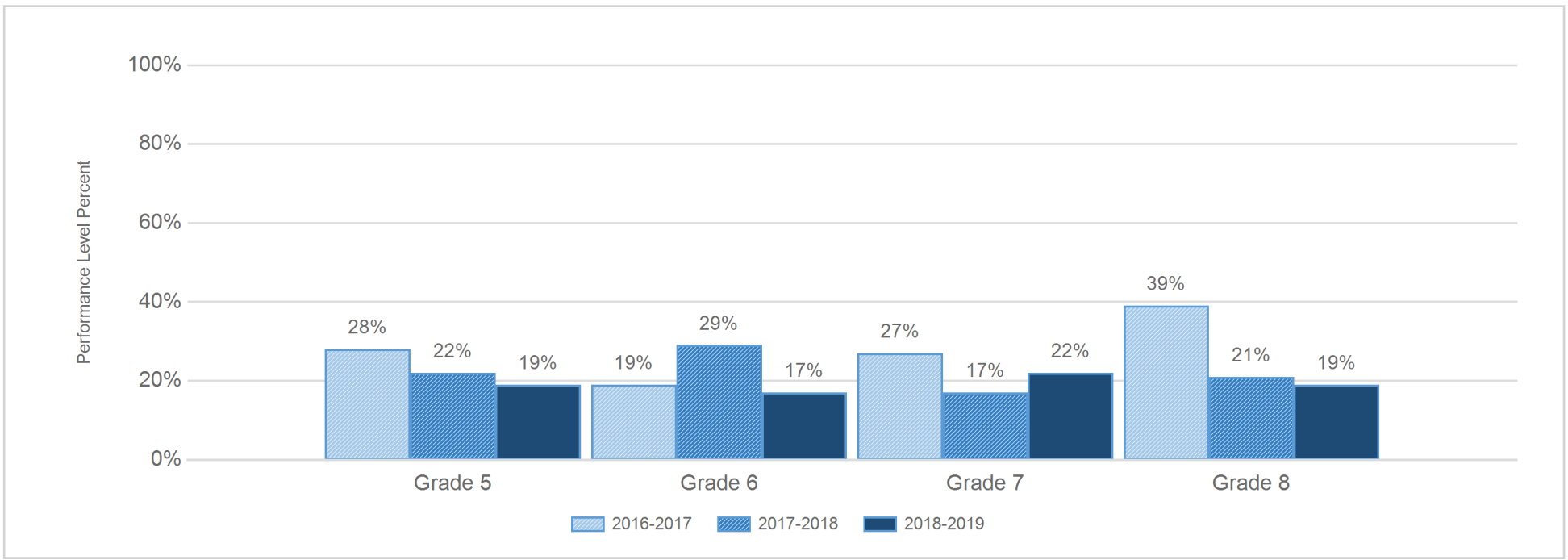


Lindenwold Middle School
 (07-2670-090)
 Grades Offered: 05-08
 2018-2019

Report Key:
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 N No Data is available to display
 † This indicates a table specific note, see note below table

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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Lindenwold Middle School
(07-2670-090)
Grades Offered: 05-08
2018-2019

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English Language Arts Assessment - Performance by Grade: Grade 5

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	219	721	721	756	26%	29%	26%	*	*	19%	58%
White	21	738	738	764	*	*	*	*	*	38%	68%
Hispanic	121	718	718	743	28%	30%	22%	20%	0%	20%	44%
Black or African American	72	719	719	739	26%	33%	29%	*	*	11%	38%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	781	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	753	N	N	N	N	N	N	52%
Two or More Races	*	*	*	762	*	*	*	*	*	*	65%
Female	118	723	723	761	22%	26%	29%	*	*	23%	64%
Male	101	718	718	750	30%	33%	24%	*	*	14%	52%
Economically Disadvantaged Students	180	719	719	740	*	28%	*	*	*	17%	39%
Non-Economically Disadvantaged Students	39	728	728	766	*	36%	*	*	*	26%	69%
Students with Disabilities	29	691	691	724	*	*	*	*	*	*	23%
Students without Disabilities	190	725	725	762	*	*	*	*	*	*	65%
English Learners	38	693	693	713	*	*	*	*	*	*	11%
Non-English Learners	181	726	726	758	*	*	*	*	*	*	60%
Homeless Students	18	712	712	730	*	*	*	*	*	17%	29%
Students in Foster Care	N	N	N	729	N	N	N	N	N	N	28%
Military-Connected Students	*	*	*	756	*	*	*	*	*	*	62%
Migrant Students	N	N	N	723	N	N	N	N	N	N	26%



Lindenwold Middle School
(07-2670-090)
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	198	723	723	754	22%	27%	34%	*	*	17%	56%
White	13	720	720	762	*	*	*	*	*	*	65%
Hispanic	106	720	720	743	26%	26%	32%	*	*	15%	43%
Black or African American	70	723	723	738	20%	29%	37%	*	*	14%	36%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	780	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	751	N	N	N	N	N	N	53%
Two or More Races	*	*	*	760	*	*	*	*	*	*	64%
Female	93	736	736	762	*	*	*	*	*	*	64%
Male	105	711	711	748	*	*	*	*	*	*	48%
Economically Disadvantaged Students	161	721	721	740	*	*	34%	*	*	14%	39%
Non-Economically Disadvantaged Students	37	731	731	763	*	*	32%	*	*	27%	67%
Students with Disabilities	30	691	691	722	*	*	*	*	*	*	19%
Students without Disabilities	168	728	728	761	*	*	*	*	*	*	64%
English Learners	23	695	695	710	*	*	*	*	*	*	*
Non-English Learners	175	726	726	756	*	*	*	*	*	*	*
Homeless Students	17	715	715	729	*	*	*	*	*	12%	27%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	26%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	54%
Migrant Students	N	N	N	721	N	N	N	N	N	N	25%



Lindenwold Middle School
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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	194	717	717	761	36%	23%	20%	*	*	22%	63%
White	13	736	736	769	*	*	0%	*	*	54%	72%
Hispanic	87	712	712	747	41%	22%	17%	*	*	20%	50%
Black or African American	87	719	719	741	30%	25%	26%	*	*	18%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	790	*	*	*	*	*	*	87%
American Indian or Alaska Native	N	N	N	761	N	N	N	N	N	N	65%
Two or More Races	*	*	*	768	*	*	*	*	*	*	68%
Female	92	728	728	769	25%	20%	25%	*	*	30%	71%
Male	102	708	708	753	45%	25%	16%	*	*	14%	55%
Economically Disadvantaged Students	149	714	714	743	40%	22%	17%	*	*	21%	45%
Non-Economically Disadvantaged Students	45	728	728	771	22%	24%	29%	*	*	24%	73%
Students with Disabilities	34	692	692	720	*	*	*	*	*	*	22%
Students without Disabilities	160	723	723	769	*	*	*	*	*	*	71%
English Learners	20	668	668	706	*	*	*	*	*	*	12%
Non-English Learners	174	723	723	763	*	*	*	*	*	*	65%
Homeless Students	14	696	696	729	*	*	*	*	*	*	34%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	758	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	31%



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2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	195	719	719	762	31%	21%	29%	*	*	19%	63%
White	20	728	728	770	*	*	*	*	*	30%	72%
Hispanic	100	716	716	747	34%	18%	32%	16%	0%	16%	49%
Black or African American	71	720	720	741	31%	24%	24%	*	*	21%	43%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	794	*	*	*	*	*	*	88%
American Indian or Alaska Native	N	N	N	758	N	N	N	N	N	N	60%
Two or More Races	*	*	*	769	*	*	*	*	*	*	69%
Female	99	725	725	771	24%	19%	32%	*	*	24%	71%
Male	96	713	713	753	38%	23%	25%	*	*	15%	55%
Economically Disadvantaged Students	142	717	717	743	33%	21%	28%	*	*	18%	45%
Non-Economically Disadvantaged Students	53	724	724	772	25%	21%	30%	*	*	25%	72%
Students with Disabilities	31	686	686	721	*	*	*	*	*	*	22%
Students without Disabilities	164	725	725	770	*	*	*	*	*	*	71%
English Learners	16	688	688	708	*	*	*	*	*	*	12%
Non-English Learners	179	722	722	764	*	*	*	*	*	*	65%
Homeless Students	11	703	703	727	*	*	*	*	*	*	31%
Students in Foster Care	*	*	*	726	*	*	*	*	*	*	32%
Military-Connected Students	*	*	*	760	*	*	*	*	*	*	62%
Migrant Students	N	N	N	718	N	N	N	N	N	N	27%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	789	95.3	*	12.8	44.5	*	24.6	Not Met
White	70	94.7	15.7	21.5	54.1	15.6	33.4	Not Met
Hispanic	418	96.0	*	12.1	28.8	*	19.8	Not Met
Black or African American	276	95.0	*	10.9	23.0	*	25.9	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	37.5	33.3	76.5	37.0	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	394	95.2	*	12.8	44.9	*		
Male	395	95.4	*	12.8	44.2	*		
Economically Disadvantaged Students	623	94.9	*	11.5	26.3	*	23	Not Met
Non-Economically Disadvantaged Students	166	96.7	*	17.7	54.9	*		
Students with Disabilities	124	96.5	*	*	17.4	*	16.2	Not Met
Students without Disabilities	665	95.1	*	*	50.0	*		
English Learners	206	94.7	*	10.8	25.0	*	16.6	Not Met
Non-English Learners	583	95.5	*	13.6	46.5	*		
Homeless Students	57	89.6	*	11.0	17.1	*		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	*	*	*	*	46.4	*		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



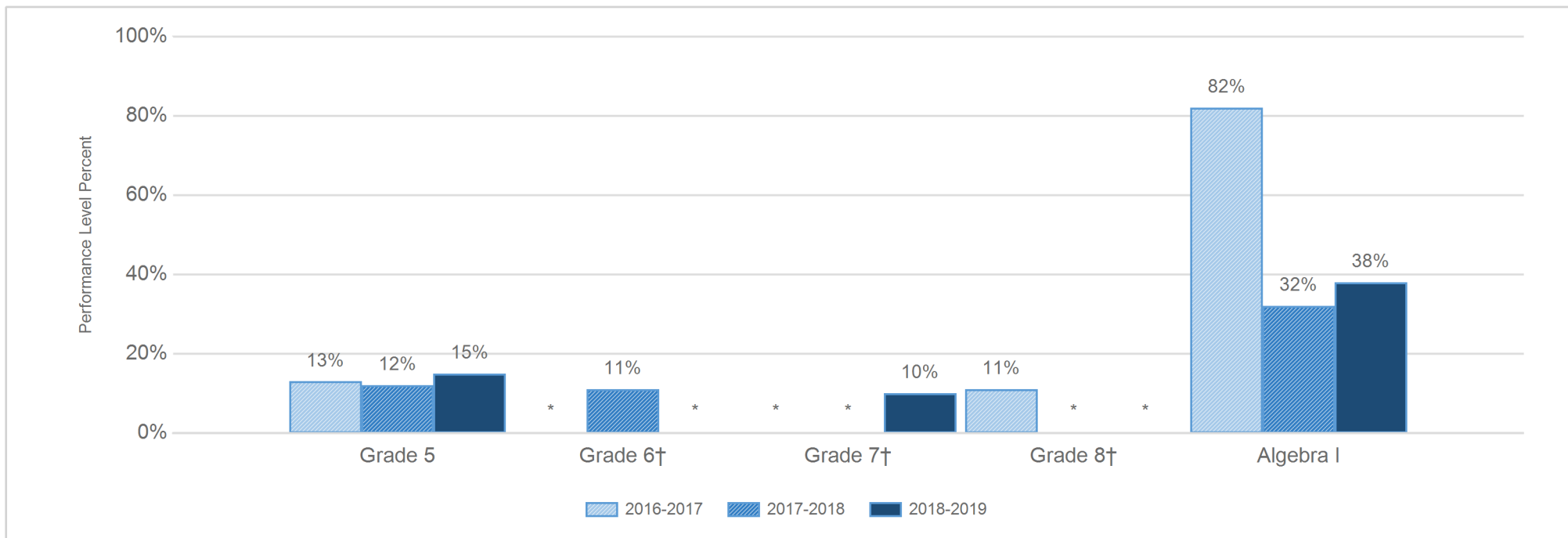
Lindenwold Middle School
(07-2670-090)
Grades Offered: 05-08
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



Lindenwold Middle School
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Mathematics Assessment - Performance by Grade: Grade 5

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	223	721	721	747	20%	44%	21%	*	*	15%	47%
White	21	734	734	755	*	*	*	*	*	24%	58%
Hispanic	125	722	722	735	18%	46%	21%	*	*	16%	30%
Black or African American	72	716	716	729	*	*	*	*	*	*	23%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	775	*	*	*	*	*	*	80%
American Indian or Alaska Native	N	N	N	747	N	N	N	N	N	N	42%
Two or More Races	*	*	*	753	*	*	*	*	*	*	55%
Female	120	722	722	747	18%	46%	20%	*	*	16%	47%
Male	103	720	720	747	21%	42%	22%	*	*	15%	47%
Economically Disadvantaged Students	184	720	720	732	*	44%	*	*	*	15%	27%
Non-Economically Disadvantaged Students	39	729	729	757	*	44%	*	*	*	18%	59%
Students with Disabilities	30	705	705	725	*	*	*	*	*	*	19%
Students without Disabilities	193	724	724	752	*	*	*	*	*	*	52%
English Learners	42	707	707	718	*	*	*	*	*	*	12%
Non-English Learners	181	725	725	749	*	*	*	*	*	*	49%
Homeless Students	20	716	716	723	*	55%	*	*	*	10%	17%
Students in Foster Care	N	N	N	722	N	N	N	N	N	N	14%
Military-Connected Students	*	*	*	748	*	*	*	*	*	*	50%
Migrant Students	N	N	N	716	N	N	N	N	N	N	17%



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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	200	710	710	741	*	*	*	*	*	*	41%
White	13	717	717	749	*	*	*	*	*	*	51%
Hispanic	108	710	710	729	*	*	*	*	*	*	24%
Black or African American	70	706	706	722	*	*	*	*	*	*	19%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	769	*	*	*	*	*	*	76%
American Indian or Alaska Native	N	N	N	738	N	N	N	N	N	N	37%
Two or More Races	*	*	*	747	*	*	*	*	*	*	48%
Female	95	717	717	742	*	*	*	*	*	*	42%
Male	105	705	705	740	*	*	*	*	*	*	40%
Economically Disadvantaged Students	163	710	710	726	*	*	*	*	*	*	21%
Non-Economically Disadvantaged Students	37	715	715	750	*	*	*	*	*	*	53%
Students with Disabilities	30	694	694	716	*	*	*	*	*	*	12%
Students without Disabilities	170	713	713	746	*	*	*	*	*	*	46%
English Learners	25	688	688	709	*	*	*	*	*	*	*
Non-English Learners	175	714	714	743	*	*	*	*	*	*	*
Homeless Students	18	708	708	717	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	717	*	*	*	*	*	*	12%
Military-Connected Students	N	N	N	742	N	N	N	N	N	N	43%
Migrant Students	N	N	N	717	N	N	N	N	N	N	20%



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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	199	718	718	744	19%	48%	23%	*	*	10%	42%
White	13	729	729	751	*	*	*	*	*	15%	53%
Hispanic	92	718	718	733	21%	47%	22%	*	*	11%	26%
Black or African American	87	717	717	727	*	*	*	*	*	*	21%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	768	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	742	N	N	N	N	N	N	43%
Two or More Races	*	*	*	749	*	*	*	*	*	*	51%
Female	94	720	720	744	15%	52%	22%	*	*	11%	42%
Male	105	717	717	743	23%	45%	23%	*	*	10%	42%
Economically Disadvantaged Students	154	718	718	731	*	46%	23%	*	*	10%	24%
Non-Economically Disadvantaged Students	45	721	721	751	*	56%	22%	*	*	11%	53%
Students with Disabilities	34	706	706	718	*	*	*	*	*	*	13%
Students without Disabilities	165	721	721	749	*	*	*	*	*	*	48%
English Learners	25	698	698	716	*	*	*	*	*	*	10%
Non-English Learners	174	721	721	745	*	*	*	*	*	*	44%
Homeless Students	17	703	703	721	*	*	*	*	*	*	13%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	11%
Military-Connected Students	N	N	N	746	N	N	N	N	N	N	44%
Migrant Students	N	N	N	717	N	N	N	N	N	N	12%



Lindenwold Middle School
(07-2670-090)
Grades Offered: 05-08
2018-2019

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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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

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

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	180	702	702	728	*	*	*	*	*	*	29%
White	15	702	702	737	*	*	*	*	*	*	38%
Hispanic	97	701	701	722	*	*	*	*	*	*	22%
Black or African American	65	704	704	714	*	*	*	*	*	*	15%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	747	*	*	*	*	*	*	51%
American Indian or Alaska Native	N	N	N	725	N	N	N	N	N	N	29%
Two or More Races	*	*	*	730	*	*	*	*	*	*	31%
Female	90	700	700	731	*	*	*	*	*	*	31%
Male	90	705	705	726	*	*	*	*	*	*	27%
Economically Disadvantaged Students	136	700	700	719	*	*	*	*	*	*	20%
Non-Economically Disadvantaged Students	44	709	709	735	*	*	*	*	*	*	36%
Students with Disabilities	31	685	685	707	*	*	*	*	*	*	10%
Students without Disabilities	149	706	706	734	*	*	*	*	*	*	35%
English Learners	22	682	682	706	*	*	*	*	*	*	10%
Non-English Learners	158	705	705	730	*	*	*	*	*	*	30%
Homeless Students	12	693	693	709	*	*	*	*	*	*	12%
Students in Foster Care	*	*	*	709	*	*	*	*	*	*	15%
Military-Connected Students	*	*	*	735	*	*	*	*	*	*	32%
Migrant Students	N	N	N	701	N	N	N	N	N	N	16%



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Mathematics Assessment - Performance by Test: Algebra I

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 that took the NJSLA assessment, it does not exclude students that were enrolled less than half a year.

Note: 2018-19 results do not include students in grade 11, therefore results may not be comparable to prior years when students in grade 11 were included.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	21	738	714	744	0%	*	*	*	*	38%	42%
White	*	*	*	752	*	*	*	*	*	*	53%
Hispanic	*	*	*	728	*	*	*	*	*	*	24%
Black or African American	*	*	*	725	*	*	*	*	*	*	20%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	775	N	N	N	N	N	N	76%
American Indian or Alaska Native	N	N	N	744	N	N	N	N	N	N	42%
Two or More Races	*	*	*	752	*	*	*	*	*	*	51%
Female	*	*	*	745	*	*	*	*	*	*	44%
Male	*	*	*	743	*	*	*	*	*	*	41%
Economically Disadvantaged Students	*	*	*	727	*	*	*	*	*	*	23%
Non-Economically Disadvantaged Students	*	*	*	752	*	*	*	*	*	*	52%
Students with Disabilities	N	N	705	717	N	N	N	N	N	N	12%
Students without Disabilities	21	738	715	748	0%	*	*	*	*	38%	47%
English Learners	N	N	692	710	N	N	N	N	N	N	*
Non-English Learners	21	738	718	745	0%	*	*	*	*	38%	*
Homeless Students	*	*	*	718	*	*	*	*	*	*	14%
Students in Foster Care	N	N	*	717	N	N	N	N	N	N	11%
Military-Connected Students	N	N	*	744	N	N	N	N	N	N	43%
Migrant Students	N	N	N	707	N	N	N	N	N	N	12%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
5	*	*
6	*	*
7	*	*
8	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	24.2%	40.9%	Met Target†

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	32	*	*
3-4	24	*	*
5 or more	55	87.3%	12.7%



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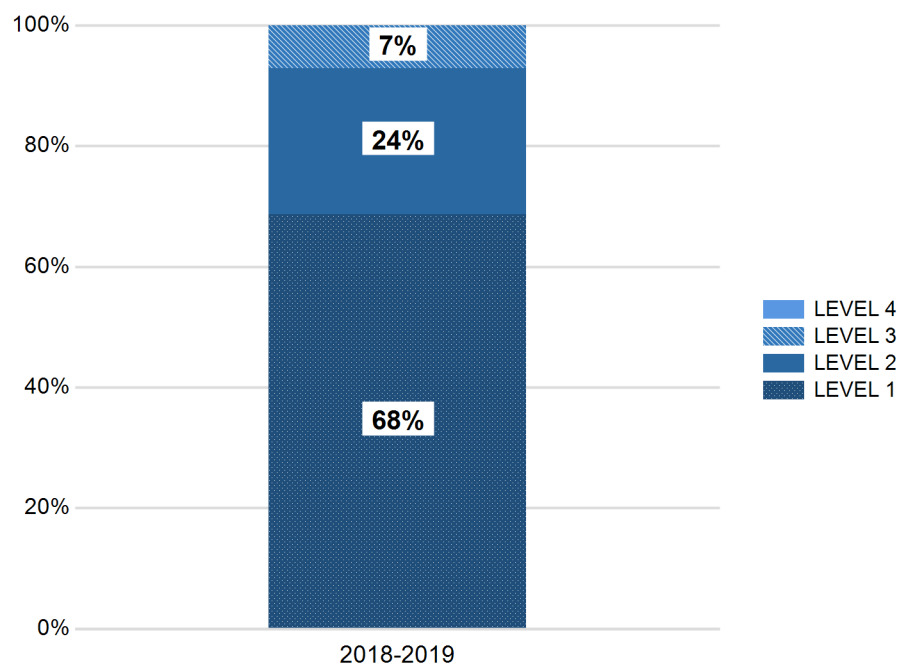
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade 5 Summary

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



NJSLA Science Assessment: Grade 5

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	68	24	7	0
White	52	29	19	0
Hispanic	69	26	5	1
Black or African American	75	18	7	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	70	22	8	0
Male	66	28	5	1
Economically Disadvantaged Students	69	26	4	1
Non-Economically Disadvantaged Students	64	15	21	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	90	10	0	0
Non-English Learners	63	28	8	1
Homeless Students	74	21	5	0
Students in Foster Care	N	N	N	N
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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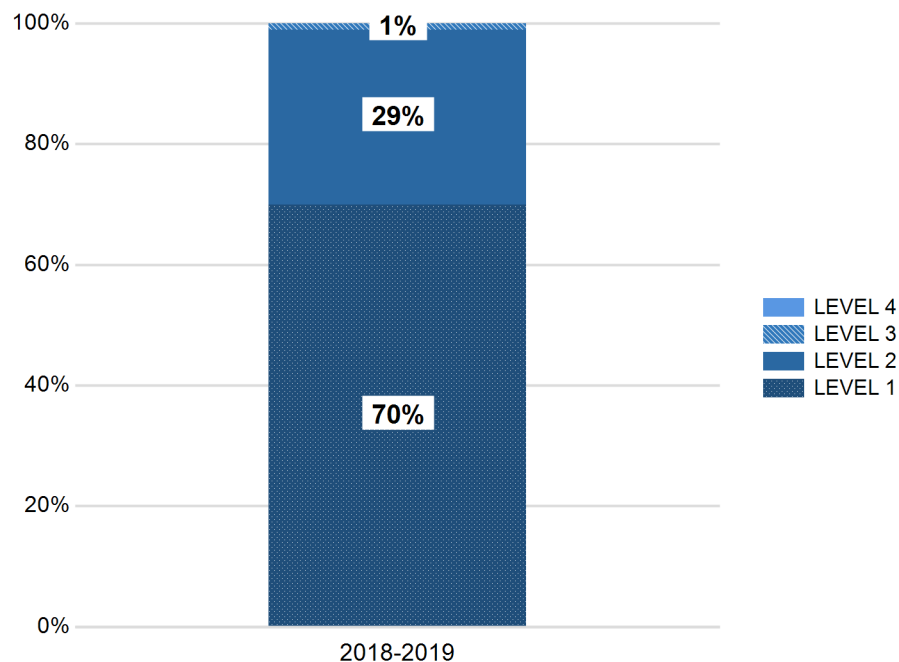
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NJSLA Science Assessment: Grade 8 Summary

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



NJSLA Science Assessment: Grade 8

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
Schoolwide	70	29	1	0
White	45	45	10	0
Hispanic	79	21	0	0
Black or African American	65	35	0	0
Asian, Native Hawaiian, or Pacific Islander	*	*	*	*
American Indian or Alaska Native	N	N	N	N
Two or More Races	*	*	*	*
Female	74	25	1	0
Male	67	32	1	0
Economically Disadvantaged Students	76	24	0	0
Non-Economically Disadvantaged Students	53	43	4	0
Students with Disabilities	*	*	*	*
Students without Disabilities	*	*	*	*
English Learners	*	*	*	*
Non-English Learners	*	*	*	*
Homeless Students	85	15	0	0
Students in Foster Care	*	*	*	*
Military-Connected Students	*	*	*	*
Migrant Students	N	N	N	N



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Information about [New Jersey Student Learning Standards](#) can be found on the NJDOE website.

Mathematics - Course Participation

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

Grade	Algebra I	Geometry	Grade Level and Other Math
6	0	0	206
7	0	0	202
8	22	0	184
Total	22	0	592

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	71	87	0	0	0	0	0
7	78	67	0	0	0	0	0
8	76	82	0	0	0	0	0
Total	225	236	0	0	0	0	0



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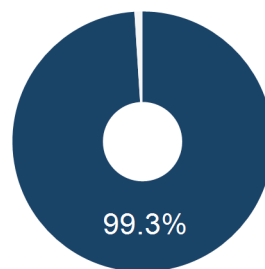
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Visual and Performing Arts – Course Participation

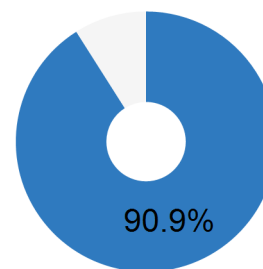
The first set of graphs below show the percentages of students who were enrolled in any Visual and Performing Arts classes during the school year. The graphs at the bottom of the page show the percentages of students enrolled in at least one course within each of the four arts disciplines during the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

Grades 6-8:

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

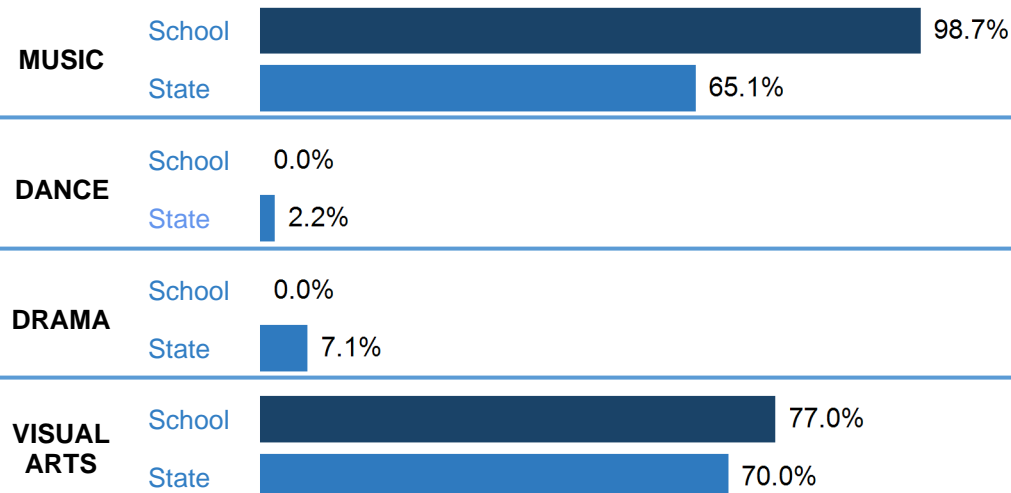


School



State

Students enrolled in one or more classes by discipline:





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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

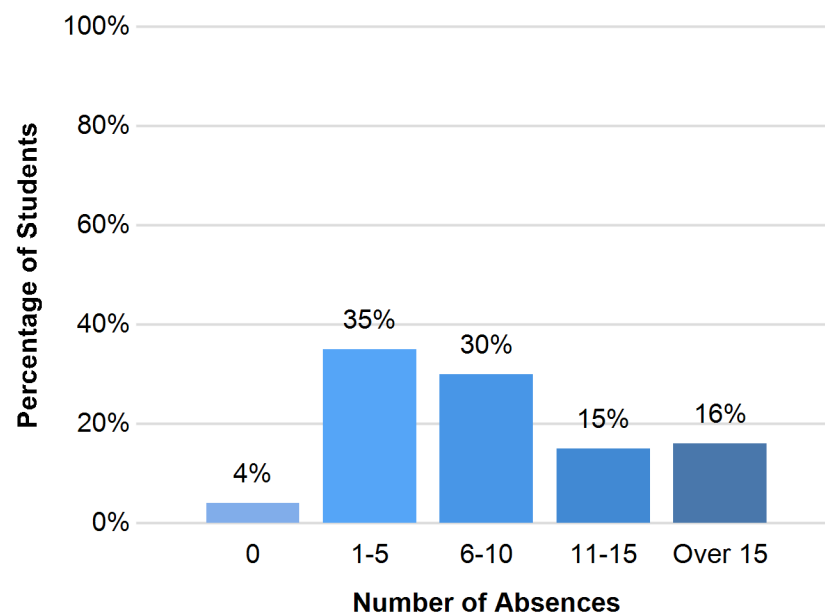
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	111	13.4	8.7	Not Met
White	12	16.9	8.7	Not Met
Hispanic	45	10.3	8.7	Not Met
Black or African American	52	17.3	8.7	Not Met
Asian, Native Hawaiian, or Pacific	2	12.5	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	55	13.1		
Male	56	13.6		
Economically Disadvantaged Students	92	13.7	8.7	Not Met
Students with Disabilities	28	21.9	8.7	Not Met
English Learners	8	7.5	8.7	Met
Homeless Students	19	35.2		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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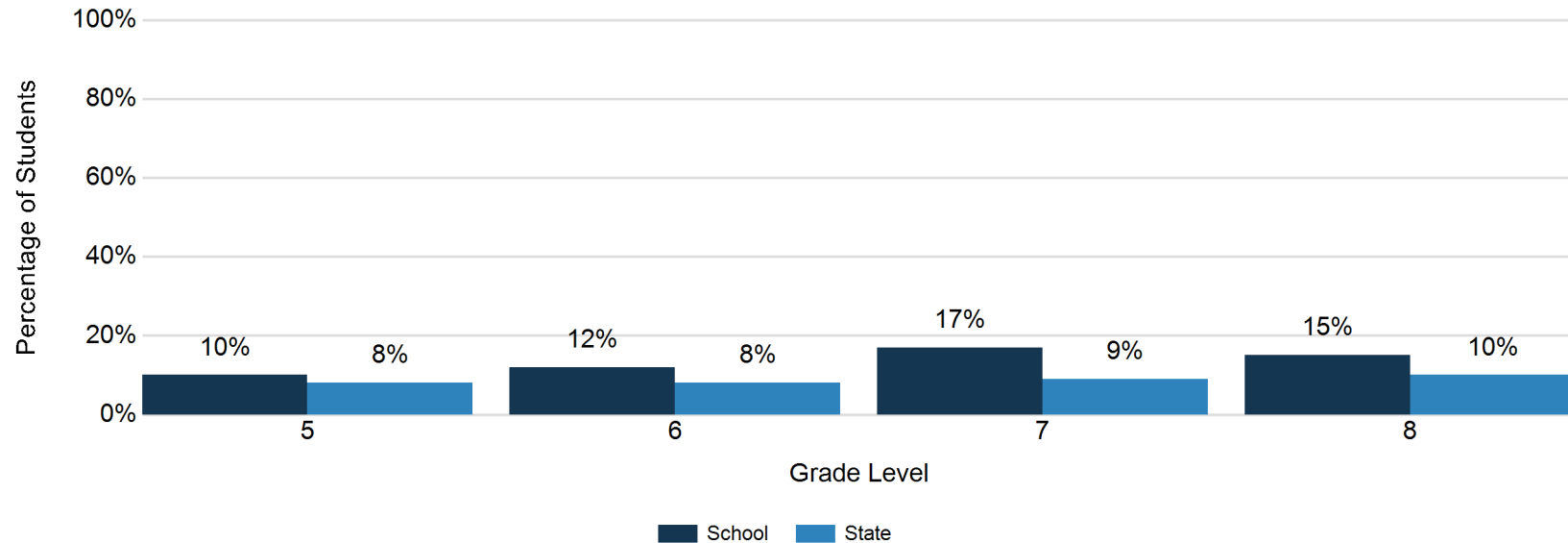
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	45
Weapons	2
Vandalism	1
Substances	2
Harassment, Intimidation, Bullying (HIB)	33
Total Unique Incidents	83
Incidents Per 100 Students Enrolled	9.89

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	2	5	7
Religion	1	0	1
Ancestry	1	0	1
Gender	3	14	17
Sexual Orientation	3	2	5
Disability	0	0	0
Other	0	14	14
No Identified Nature	3		3

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	8
Weapons	2
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	7
Other Incidents Leading to Removal	2

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	208	24.8%
Out-of-School Suspensions	109	13.0%
Any Suspension	239	28.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	*	*

School Days Missed due to Out-of-School Suspensions
593



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School Day

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

Category	School
Typical Start Time	8:05 AM
Typical End Time	2:45 PM
Length of School Day	6 Hrs 40 Mins
Full Time - Instructional Time	5 Hrs 56 Mins
Shared Time - Instructional Time	5 Hrs. 56 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1.1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	79	118,214
Average years experience in public schools	8.9	12.1
Average years experience in district	6.7	10.8
Percentage of Teachers with 4 or more years experience in the district	53.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	16.9	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	280:1	142:1
Teachers to Administrators	26:1	13:1
Students to Librarians/Media Specialists		2838:1
Students to Nurses		946:1
Students to Counselors		405:1
Students to Child Study Team Members		258:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	49.9%	81.0%	33.3%	48.4%	77.1%	54.9%
Male	50.1%	19.0%	66.7%	51.6%	22.9%	45.1%
White	8.1%	77.2%	66.7%	42.4%	83.6%	77.4%
Hispanic	52.7%	6.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	36.0%	15.2%	33.3%	15.0%	6.6%	13.9%
Asian	1.8%	1.3%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.1%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



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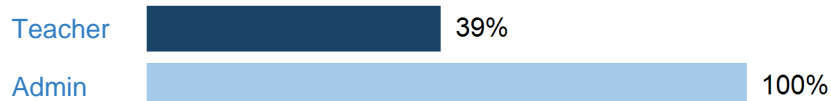
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.9%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.8%



Lindenwold Middle School
(07-2670-090)
Grades Offered: 05-08
2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 [Comprehensive Annual Financial Report \(CAFR\) 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 2018-19 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.



Lindenwold Middle School
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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	Low Performing Student Group (ATSI)
Student Group Status: Hispanic	
Student Group Status: Black or African American	Consistently Underperforming Student Group (TSI)
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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: English Learners	Low Performing Student Group (ATSI)

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



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	28.3%	22.3%	19.1%
Math Proficiency	12.5%	*	*
ELA Growth	46	39	30
Math Growth	36	38	40
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		16.7%	24.2%
Chronic Absenteeism	13.0%	12.0%	13.4%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Met Standard	Met Target†	Not Met	Yes
White	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
Students with Disabilities	Not Met	Not Met	Not Met	Met Standard	n/a	Not Met	No
English Learners	Not Met	Not Met	Not Met	Met Standard	Met Standard	Met	No

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



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School Narrative

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



Highlights:

- Lindenwold Middle School adopted a new schedule with a staggered start time to accommodate our growing population and better separate our 7th & 8th grade students from our 5th & 6th grade students.
- Focused our professional development efforts on helping our staff become more trauma sensitive informed in an attempt to provide our students with a more caring and nurturing school environment.
- Lindenwold Middle School fully adopted a categories-based grading system in an effort to better identify areas of instructional need and to better prepare our student for standards-based assessments.



Mission, Vision, Theme:

Our mission is to ensure that all students acquire knowledge, skills, and attitudes necessary to realize their full potential and become productive and responsible citizens of a changing world. This is accomplished by providing dynamic educational programs in partnership with parents and our entire diverse community. Constant emphasis on our local, state, and national goals will allow Lindenwold students to succeed.



Awards, Recognition, Accomplishments:

171 of our students made final honor roll and 35 more students made the final principal's list. Furthermore, 15 new students were inducted into the National Junior Honor Society, expanding their ranks to 35 members, while five of them were nominated for the Envision Career & Leadership program. One of our nominees was also selected to attend the week long Tech Trek STEM Camp at Stockton University, NJ. Finally, two of our members were nominated for the NJHS Outstanding Achievement Award, and one of them won the \$500 scholarship.






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 <p>Courses, Curriculum, Instruction:</p>	<p>In addition to our core courses (English, Math, Science, and Social Studies), LMS offers all students four years of physical education and related arts (art, band, choir, computers, music), world language (French and Spanish), and academic support, enrichment, and/or intervention.</p>
 <p>Sports and Athletics:</p>	<p>Sports Offered: Cross Country (Coed), Field Hockey (Coed), Soccer (Boys & Girls), Track and Field - Spring (Coed), Wrestling (Coed)</p> <p>We offer a wide range of sports and athletic opportunities to all our students, including basketball, cross country, field hockey, soccer, track, and wrestling, and we are pleased to announce that our boys' soccer team enjoyed another undefeated season last year.</p>
 <p>Clubs and Activities:</p>	<p>We also offer a variety of after-school clubs and activities to our students, including the AVA Club, Band, Board Game Club, Boys to Men Club, Choir, Club Create, Ladies of Distinction, Multi-cultural Club, National Junior Honor Society, Orchestra, PBIS Club, Renaissance Club, Science Exploration Club, Student Government, and Yearbook Club.</p>



Lindenwold Middle School

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Staff and Professional Learning:

Staff is focused on professional development, especially in the area of trauma and adverse childhood experiences and English language arts, where all teachers are involved in the training and execution of peer labs to improve instruction. All teachers benefit from common planning time and collaborative prep periods to participate in professional learning communities where we focus on climate and culture and curriculum to support the needs of our students.



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Student Supports and Services:

We offer a comprehensive program for our English Language Learners which includes in-class support and an additional class of academic support, as well as an English Language Arts class for those who require more targeted instruction. We also maintain an intensive program of supports and services for students with disabilities, including an emotional support program, a multiply disabled program, an in-class support program, and a small group instructional setting for students who benefit from such resources. Furthermore, we provide extra help and peer tutoring after school, and we maintain a proactive I&RS program for students with academic, behavioral, health, and attendance issues.



Student Health and Wellness:

All students are required to take health and physical education classes each year which promote health and wellness, exercise, and physical activity. We also offer breakfast and lunch to every student daily.



Parent and Community Involvement:

In addition to our annual open house and parent-teacher conferences, we offer parents an opportunity to participate in our Parent Advisory Committee, as well as the bilingual parent advisory meetings to reach out to our Spanish speaking families.



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Facilities:

We continue to make improvements to our facilities, including extensive work on the HVAC units and individual room remodeling and upgrades. We also provide internet and Smart technology to every classroom and make computers available to every student.



School Safety:

The Lindenwold Public School District takes several measures to ensure staff and students safety. Recently, the school district has added an additional School Resource Officer increasing the number of Officers in the district to two. The two School Resource Officers are shared with five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. State of the art camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of each building when students are present. Administration attends annual training on school safety.



Lindenwold Middle School

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Technology and STEM:

Last year, Lindenwold Middle School began to offer a STEM class to every student in the school. STEM is a class based on the idea of educating students in four specific disciplines — science, technology, engineering and mathematics — in an interdisciplinary and applied approach. Rather than teach the four disciplines as separate and discrete subjects, STEM integrates them into a cohesive learning paradigm based on real-world applications.



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Other Information

Lindenwold Middle School uses academic coaches to assist teachers in the areas of literacy and mathematics. Effective coaching improves the extent to which teachers accurately implement evidence-based practices such as Peer Labs, Direct Instruction, Learning Strategies, and Positive Behavior Support in the classroom. Studies also suggest that highly engaged, small-group initial training, followed by multiple observations, feedback, and modeling are critical components across coaching interventions. A few studies also provide promising data to support the consequential effects of coaching on improvements in student achievement.

**Lindenwold Preschool Building**

(07-2670-300)

Grades Offered: PK-PK

2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Lindenwold Preschool Building

(07-2670-300)

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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	Camden
District	Lindenwold Public School District
Principal Name	Mrs. Dana Lawrence
Address	100 South Avenue Lindenwold, NJ 08021
Phone Number	856-784-4071
Email Address	dlawrence@lindenwold.k12.nj.us
Website	http://www.prek.lindenwold.k12.nj.us/



Lindenwold Preschool Building

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
PK	169	177	168
Total	169	177	168

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	53.3%	51.4%	46.4%
Male	46.7%	48.6%	53.6%
Economically Disadvantaged Students	81.7%	79.1%	78.6%
Students with Disabilities	23.7%	27.1%	33.3%
English Learners	0.0%	0.0%	0.0%
Homeless Students	5.9%	4.5%	2.4%
Students in Foster Care	0.6%	0.6%	1.8%
Military-Connected Students	0.0%	0.0%	0.6%
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	2016-17	2017-18	2018-19
White	8.9%	11.9%	9.5%
Hispanic	58.0%	51.4%	53.6%
Black or African American	29.0%	33.9%	35.7%
Asian	2.4%	2.3%	0.0%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%
American Indian or Alaska Native	0.0%	0.0%	0.0%
Two or More Races	1.8%	0.6%	1.2%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
PK - Half Day	0	0	0
PK - Full Day	169	177	168

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	58.9%
Spanish	41.1%



Lindenwold Preschool Building
(07-2670-300)
Grades Offered: PK-PK
2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

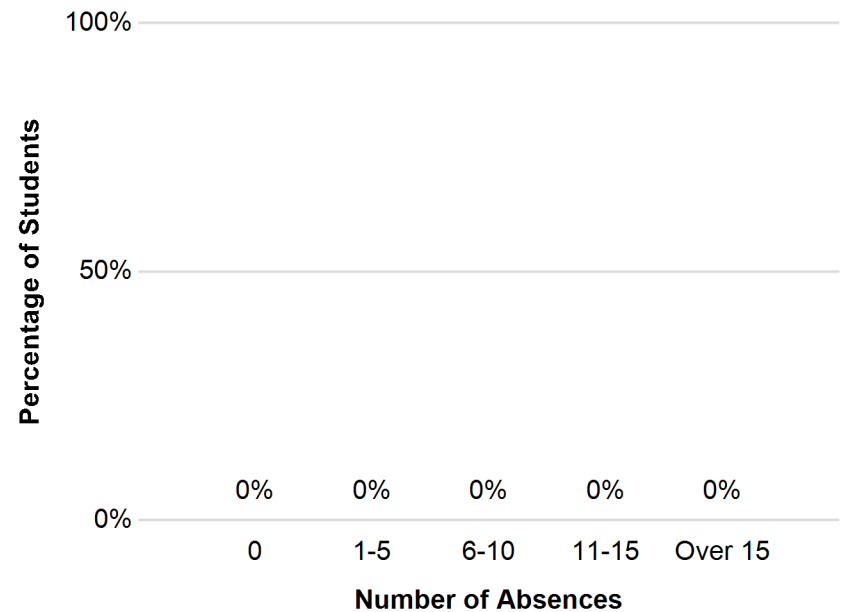
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	N	N	0	0
White	N	N	0	0
Hispanic	N	N	0	0
Black or African American	N	N	0	0
Asian, Native Hawaiian, or Pacific	N	N	0	0
American Indian or Alaska Native	N	N	0	0
Two or More Races	N	N	0	0
Female	N	N		
Male	N	N		
Economically Disadvantaged Students	N	N	0	0
Students with Disabilities	N	N	0	0
English Learners	N	N	0	0
Homeless Students	N	N		
Students in Foster Care	N	N		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Lindenwold Preschool Building

(07-2670-300)

Grades Offered: PK-PK

2018-2019

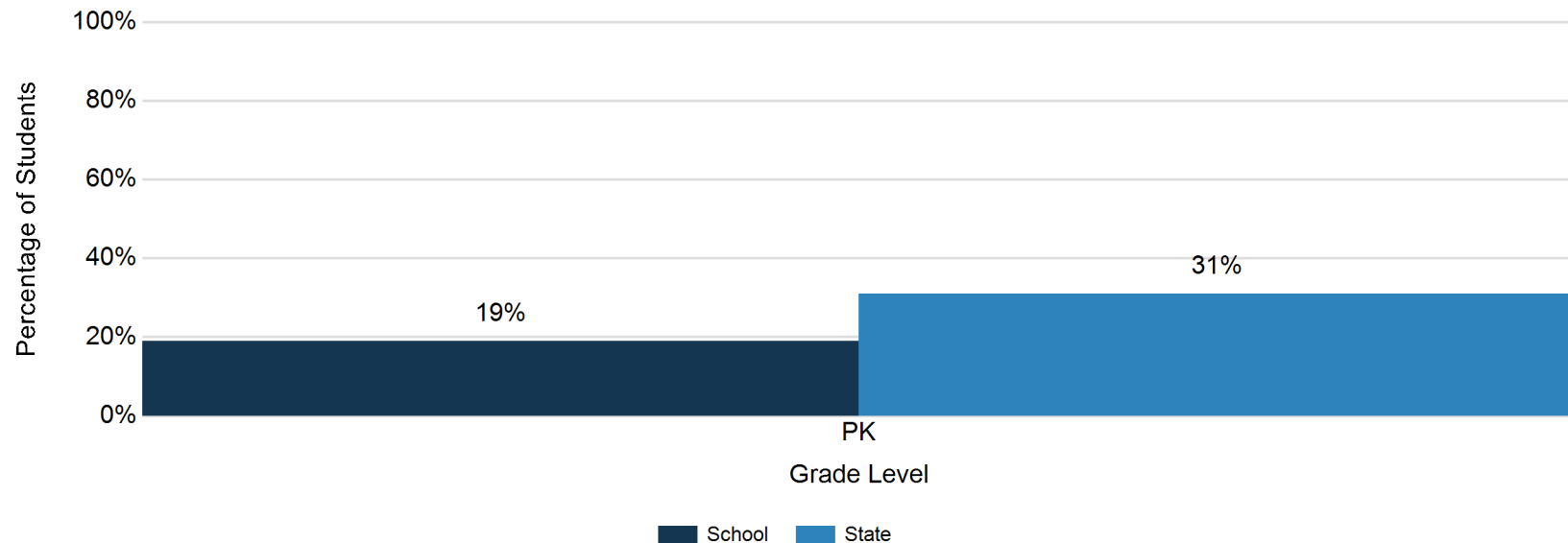
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Chronic Absenteeism by Grade

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





Lindenwold Preschool Building

(07-2670-300)

Grades Offered: PK-PK

2018-2019

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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Total Unique Incidents	N
Incidents Per 100 Students Enrolled	N

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	N
Weapons	N
Vandalism	N
Substances	N
Harassment, Intimidation, Bullying (HIB)	N
Other Incidents Leading to Removal	N

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	N	N	N
Religion	N	N	N
Ancestry	N	N	N
Gender	N	N	N
Sexual Orientation	N	N	N
Disability	N	N	N
Other	N	N	N
No Identified Nature	N		N

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	N	N
Out-of-School Suspensions	N	N
Any Suspension	N	N
Removal to other education program	N	N
Expulsion	N	N
Arrest	N	N

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



Lindenwold Preschool Building

(07-2670-300)

Grades Offered: PK-PK

2018-2019

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School Day

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

Category	School
Typical Start Time	9:15 AM
Typical End Time	3:50 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	6 Hrs 0 Mins
Shared Time - Instructional Time	6 Hrs. 0 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	N



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	15	118,214
Average years experience in public schools	5.3	12.1
Average years experience in district	1.8	10.8
Percentage of Teachers with 4 or more years experience in the district	6.7%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	16.9	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	168:1	142:1
Teachers to Administrators	15:1	13:1
Students to Librarians/Media Specialists		2838:1
Students to Nurses		946:1
Students to Counselors		405:1
Students to Child Study Team Members		258:1



Lindenwold Preschool Building
(07-2670-300)
Grades Offered: PK-PK
2018-2019

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Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	46.4%	100.0%	0.0%	48.4%	77.1%	54.9%
Male	53.6%	0.0%	100.0%	51.6%	22.9%	45.1%
White	9.5%	80.0%	0.0%	42.4%	83.6%	77.4%
Hispanic	53.6%	0.0%	0.0%	29.9%	7.3%	7.2%
Black or African American	35.7%	20.0%	100.0%	15.0%	6.6%	13.9%
Asian	0.0%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.2%	0.0%	0.0%	2.1%	0.2%	0.2%



Lindenwold Preschool Building
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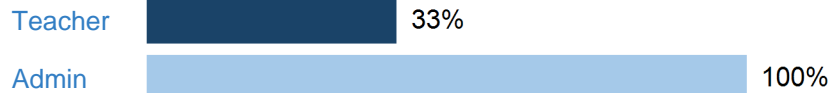
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.9%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.5%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 [Comprehensive Annual Financial Report \(CAFR\) 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 2018-19 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.



Lindenwold Preschool Building
(07-2670-300)
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2018-2019

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School Narrative

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



Highlights:

- Creative Curriculum is a comprehensive research based tool that features exploration, discovery and play. It helps create an environment that encourages students to be critical thinkers.
- Inclusion classrooms are beneficial as they have a Regular and a Special Ed. teacher. It gives special education students the support they need and places them in the least restrictive environment.
- Preschool Enrollment was at maximum capacity of 227 students, with an additional 41 students on the waiting.



Mission, Vision, Theme:

The Lindenwold Pre-School Community is committed to preparing all students to meet the New Jersey Student Learning Standards. We employ Creative Curriculum, which is a research based curriculum that is assessed through the Early Childhood Environmental Rating Scale, (ECERS). Our mission is to provide a safe, academically challenging, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.



Awards, Recognition, Accomplishments:

Lindenwold Preschool is a recipient of an NJDOE Preschool Expansion Grant and is proud to expand its services to the youngest members of the Lindenwold Public Schools.



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Courses, Curriculum, Instruction:

District staff and providers utilize The Creative Curriculum for Preschool. The curriculum puts an emphasis on constructive, purposeful play. The teachers facilitate learning by interacting with students, observing their play and determining the appropriate teaching strategy at the right level of support to extend the student's understanding. Teachers intentionally plan materials and experiences in the indoor and outdoor environment based on curriculum topics of study and assessment data. Academic and social skills are embedded throughout the daily routine through small and large group activities. Student performance is assessed through the Teaching Strategies GOLD platform, anecdotal notes and student portfolios.



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2018-2019

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 <p>Before and After School Programs:</p>	<p>We have partnered with the YMCA to provide an on-site before and after school care and education program for our students. The program is developmentally appropriate and promotes the social, emotional, physical, and intellectual development of each child. The program serves 3, 4 and 5 year students. It is overseen by the local YMCA and their hours of operation are from 7-9:50 am and 3:50-6 pm.</p>
 <p>Staff and Professional Learning:</p>	<p>Professional learning communities facilitated by the Master Teacher are held monthly. These trainings are developed around data that has been collected from our ECERS practices, TS Gold assessment procedures, curriculum based interaction strategies and teacher observations. Other areas of focus are developing strategies for Literacy, Language development and TPOT model for Positive Behavior Supports. The focus areas are identified as areas of weakness and in need of improvement. PLC topics included Growth Mindset, Creative Curriculum Literacy and PBIS for the start of a new school year. Staff has ongoing access to Master Teacher observation and feedback for instruction improvement through the use of the reflective cycle.</p>



Lindenwold Preschool Building

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2018-2019

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 <p>Student Supports and Services:</p>	<p>Student Support Services are provided for all preschool students. All information sent home in English and Spanish. Bilingual staff members are utilized to communicate with parents. Classified students are provided with related services Occupational Therapy, Physical Therapy and Speech and Language Services. All classified students are assigned a case manager to support their teacher and oversee the implementation of the Individual Education Plan. Preschool students who are having behavioral, academic, social/emotional or speech concerns are referred to PIRT (preschool intervention and referral team). The team will observe the student, contact the parent, hold meetings with the teacher/parent and make recommendations to help the student to achieve.</p>
 <p>Student Health and Wellness:</p>	<p>On an annual basis, our school nurse conducts health screenings which include, height, weight, BMI, blood pressure, vision, dental and hearing tests. When necessary, referrals are made to seek medical attention. Students engage in thirty minutes of outdoor Gross Motor, (PE) daily. Gross motor activities include a jungle gym with slides, tricycles, swings, basketball, hula hoops, and various ball games. There is a free breakfast program that is offered to all students, regardless of their parents income level. Lunch is also provided for students who meet the income requirements. Both food programs are aligned with the Dietary Guidelines for Americans that is published by the USDA Guidelines for Americans, the Nation's go-to source for nutrition advice.</p>
 <p>Parent and Community Involvement:</p>	<p>Partnership with families is facilitated in the curriculum through monthly projects sent home for completion as a family. Additionally, parents attend monthly family engagement activities in the classroom. The family engagement committee meets monthly to plan additional events. These events are open to all students and parents and are both fun and educational. Events include movie night, ABC Bingo, multicultural night, and a preschool prom. An interpreter is present at the meetings to meet the needs of our bilingual families. The district works with Booksmiles.org and provides free books to children and their family at family engagement activities and at other events throughout the year.</p>






Lindenwold Preschool Building
(07-2670-300)
Grades Offered: PK-PK
2018-2019

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 <p>Climate Surveys:</p>	<p>Climate survey was completed by our parents</p>
 <p>Facilities:</p>	<p>There are twelve classrooms and a main office, along with space for indoor Gross Motor and a cafeteria.</p>
 <p>School Safety:</p>	<p>The Lindenwold Public School District takes several measures to ensure staff and students safety. There are two School Resource Officers that are shared with five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. State of the art camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of each building when students are present. Administration attends annual training on school safety.</p>



Lindenwold Preschool Building

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2018-2019

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School Narrative

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 <p>Technology and STEM:</p>	<p>STEM is incorporated into the preschool classroom through the use of HATCH tablets as an option for a learning center each day. The HATCH tablets offer screen based interactive learning games designed to enhance math and literacy skills. Teachers incorporate on-going STEM experiences related to the curriculum study topic through observation and discussion of processes the students encounter in their daily environment.</p>
 <p>Early Childhood Education:</p>	<p>Lindenwold Preschool is funded by the PEA grants. We have twelve in-district classrooms and we have partnered with the Head Start program to house an additional four classrooms.</p>



Lindenwold School Five
(07-2670-050)
Grades Offered: KG-04
2018-2019

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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



Lindenwold School Five
(07-2670-050)
Grades Offered: KG-04
2018-2019

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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	Camden
District	Lindenwold Public School District
Principal Name	Ms. Sandra Martinez-Preyor
Address	550 Chews Landing Rd. LINDENWOLD, NJ 08021
Phone Number	856-784-4063
Email Address	smartinez-preyor@lindenwold.k12.nj.us
Website	http://www.s5.lindenwold.k12.nj.us/



Lindenwold School Five
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2018-2019

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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
KG	93	107	121
1	92	96	124
2	135	86	111
3	103	124	107
4	106	97	134
Total	529	510	597

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	45.0%	46.3%	44.6%
Male	55.0%	53.7%	55.4%
Economically Disadvantaged Students	78.1%	78.0%	82.4%
Students with Disabilities	13.4%	15.7%	15.2%
English Learners	19.7%	21.0%	21.9%
Homeless Students	6.6%	8.4%	8.4%
Students in Foster Care	1.1%	0.8%	1.2%
Military-Connected Students	0.0%	0.2%	0.0%
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	2016-17	2017-18	2018-19
White	13.6%	12.7%	11.2%
Hispanic	43.1%	41.4%	42.0%
Black or African American	38.4%	42.2%	42.7%
Asian	2.3%	1.8%	1.7%
Native Hawaiian or Pacific Islander	0.2%	0.2%	0.3%
American Indian or Alaska Native	0.2%	0.0%	0.0%
Two or More Races	2.3%	1.8%	2.0%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	93	107	121

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
English	73.7%
Spanish	25.6%
Other Languages	0.7%



Lindenwold School Five
 (07-2670-050)
 Grades Offered: KG-04
 2018-2019

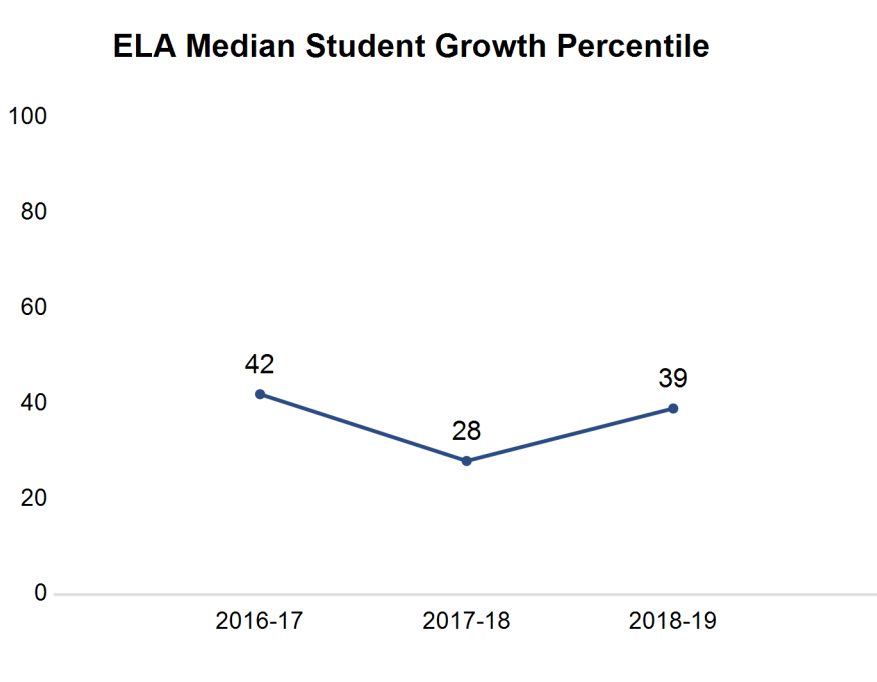
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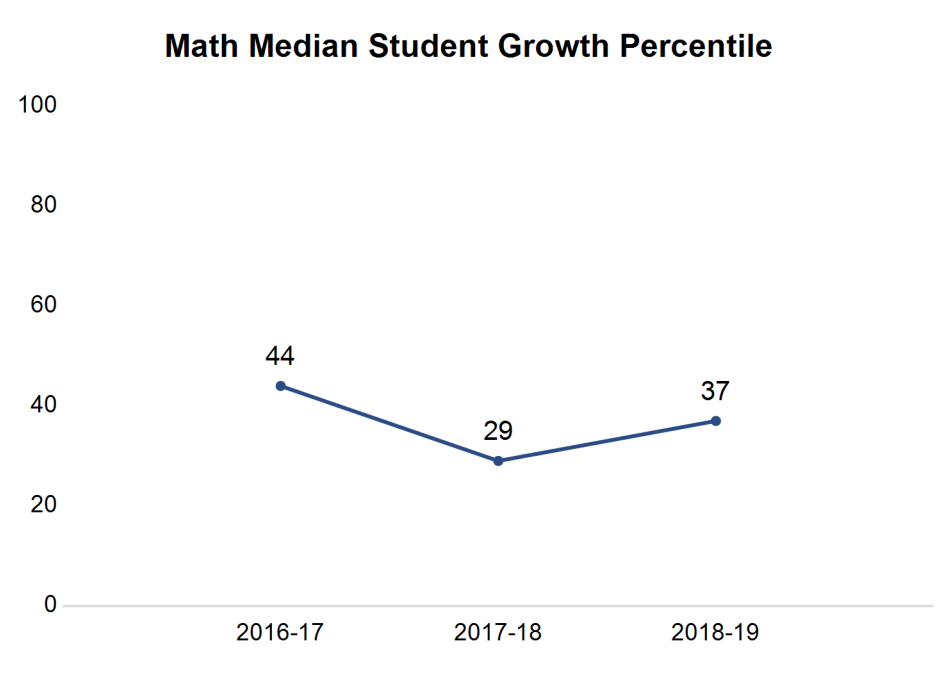
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	42	28	39	44	29	37
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Met Standard	Not Met	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



Lindenwold School Five
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2018-2019

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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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	39	33	50	Not Met	37	39	50	Not Met
White	57	35.5	50	**	50	51	52	**
Hispanic	41	34	49	Met Standard	35	39	47	Not Met
Black or African American	34	30	45	Not Met	37	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	43	59	**	*	52	60	**
American Indian or Alaska Native	N	*	56	**	N	*	51.5	**
Two or More Races	*	*	49	**	*	*	52	**
Female	48.5	34	53	N	41	40	50	N
Male	38	32	47	N	36	38	51	N
Economically Disadvantaged Students	39	33	48	Not Met	36.5	39	46	Not Met
Students with Disabilities	40	27	43	**	42	42.5	45	**
English Learners	39	34	52	Not Met	32	38.5	50	Not Met
Homeless Students	*	35	43	N	*	45	44	N
Students in Foster Care	N	*	42	N	N	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



Lindenwold School Five
 (07-2670-050)
 Grades Offered: KG-04
 2018-2019

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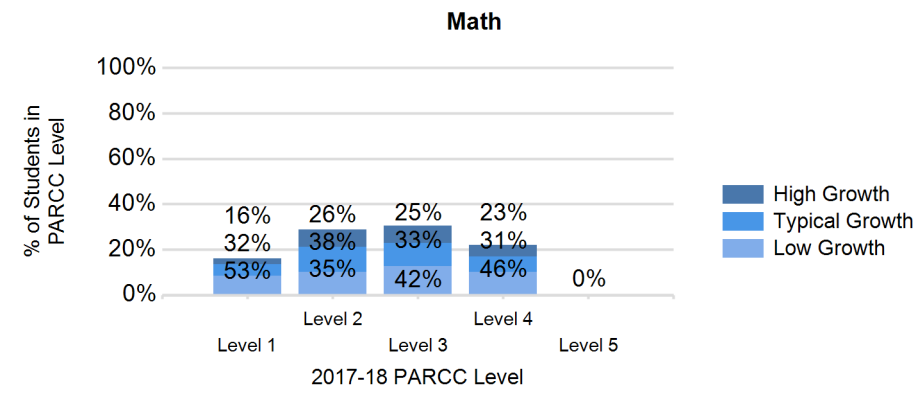
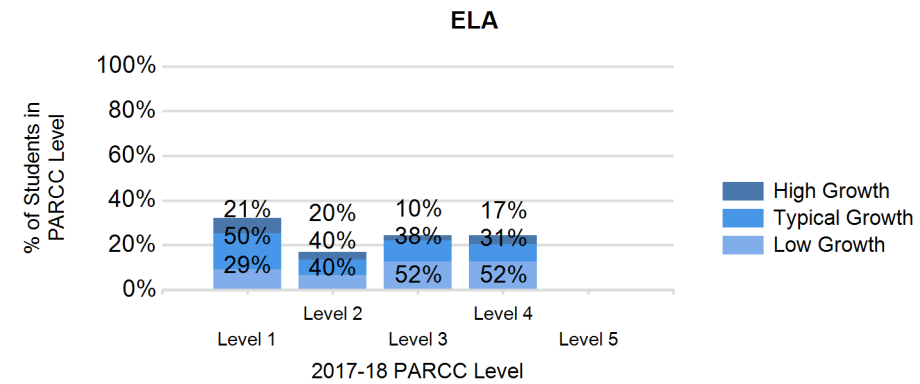
Student growth is a measure of how much students are learning each year. Each student receives a Student Growth Percentile (SGP) for English Language Arts (ELA) in grades 4 through 8 and for Mathematics in grades 4 through 7 that explains their progress compared to students who had the same test scores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

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

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

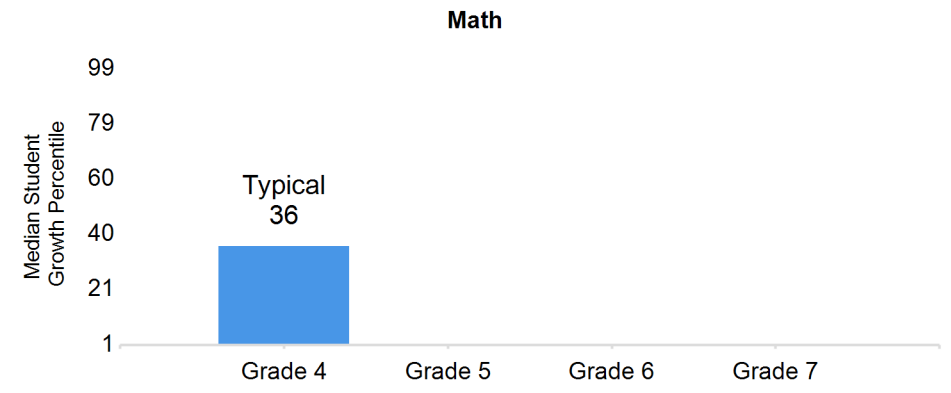
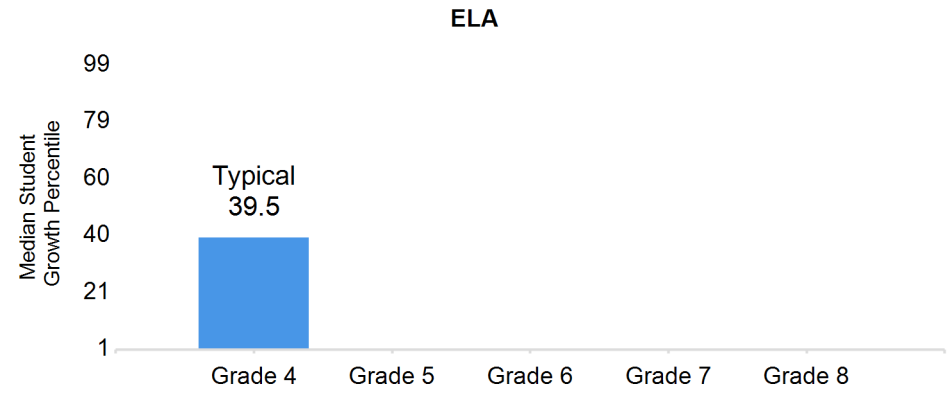
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





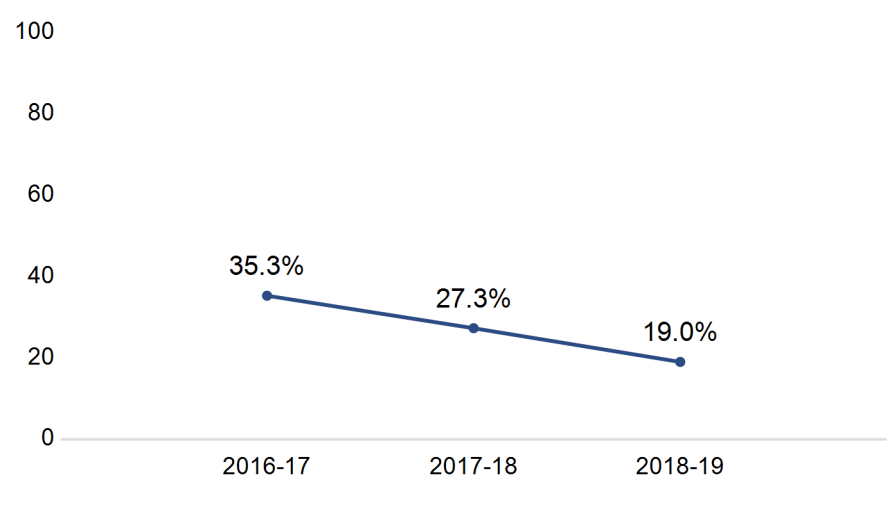
Lindenwold School Five
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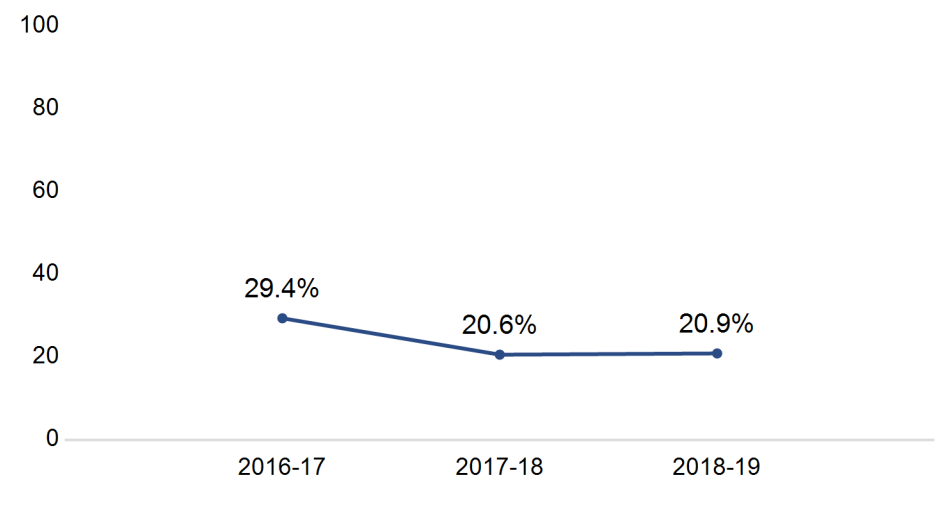
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.6%	98.2%	99.2%	99.5%	99.1%	98.7%
Proficiency Rate for Federal Accountability	35.3%	27.3%	19.0%	29.4%	20.6%	20.9%
Annual Target	29.9%	32.6%	35.2%	22.7%	25.7%	28.7%
Met Annual Target?	Met Target	Not Met	Not Met	Met Target	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



Lindenwold School Five
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2018-2019

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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	221	99.2	19.0	19.7	57.9	19.0	35.2	Not Met
White	26	100.0	19.2	*	66.9	19.2	31.9	Met Target†
Hispanic	89	99.0	20.2	17.1	43.9	20.2	30.4	Not Met
Black or African American	103	99.1	16.5	19.1	38.5	16.5	32.7	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.7	82.9	*	**	**
American Indian or Alaska Native	N	N	N	*	56.0	N	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	94	99.0	26.6	25.0	64.8	26.6		
Male	127	99.3	13.4	14.8	51.3	13.4		
Economically Disadvantaged Students	178	99.5	18.0	17.8	40.0	18.0	32.5	Not Met
Non-Economically Disadvantaged Students	43	97.8	23.3	26.8	67.9	23.3		
Students with Disabilities	40	100.0	*	*	22.7	*	16.8	Not Met
Students without Disabilities	181	99.0	*	*	65.1	*		
English Learners	49	100.0	16.3	10.0	29.3	16.3	34.3	Not Met
Non-English Learners	172	98.9	19.8	23.6	60.6	19.8		
Homeless Students	16	100.0	18.8	*	29.1	18.8		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



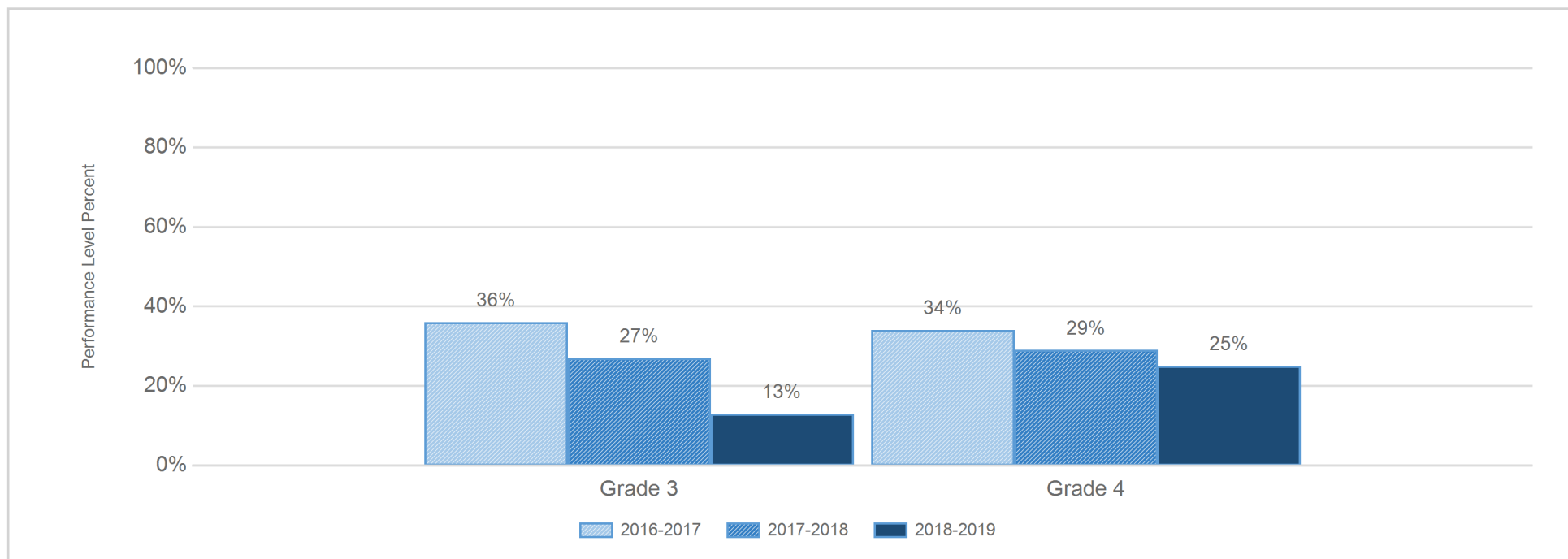
Lindenwold School Five
(07-2670-050)
Grades Offered: KG-04
2018-2019

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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 statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





Lindenwold School Five
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English Language Arts Assessment - Performance by Grade: Grade 3

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	104	708	705	748	41%	27%	19%	13%	0%	13%	50%
White	11	723	728	757	*	*	*	*	*	*	60%
Hispanic	35	710	703	734	*	*	*	*	*	*	36%
Black or African American	58	704	704	731	47%	31%	*	*	*	14%	33%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	773	N	N	N	N	N	N	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	N	N	*	756	N	N	N	N	N	N	58%
Female	43	711	705	753	37%	28%	*	*	*	14%	55%
Male	61	706	706	743	44%	26%	*	*	*	11%	46%
Economically Disadvantaged Students	86	706	703	731	*	*	*	*	*	13%	33%
Non-Economically Disadvantaged Students	18	719	715	759	*	*	*	*	*	11%	61%
Students with Disabilities	20	686	693	719	*	*	*	*	*	*	24%
Students without Disabilities	84	713	707	754	*	*	*	*	*	*	56%
English Learners	17	715	693	713	*	*	*	*	*	12%	17%
Non-English Learners	87	707	711	751	*	*	*	*	*	13%	54%
Homeless Students	*	*	*	720	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	720	*	*	*	*	*	*	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	121	729	725	755	21%	23%	31%	*	*	25%	57%
White	15	734	*	763	*	*	*	*	*	27%	67%
Hispanic	56	728	721	743	25%	23%	25%	*	*	27%	44%
Black or African American	48	728	728	739	*	23%	42%	*	*	19%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	749	N	N	N	N	N	N	53%
Two or More Races	*	*	*	762	*	*	*	*	*	*	64%
Female	53	743	731	760	*	*	38%	*	*	38%	62%
Male	68	719	719	750	*	*	26%	*	*	15%	53%
Economically Disadvantaged Students	100	727	721	740	*	*	*	*	*	22%	40%
Non-Economically Disadvantaged Students	21	742	745	765	*	*	*	*	*	38%	69%
Students with Disabilities	14	700	698	725	*	*	*	*	*	*	25%
Students without Disabilities	107	733	729	761	*	*	*	*	*	*	64%
English Learners	25	711	705	720	*	*	*	*	*	*	17%
Non-English Learners	96	734	735	758	*	*	*	*	*	*	60%
Homeless Students	10	725	722	730	*	*	0%	*	*	30%	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	220	98.7	20.9	12.8	44.5	20.9	28.7	Not Met
White	26	100.0	34.6	21.5	54.1	34.6	38.5	Met Target†
Hispanic	89	99.0	20.2	12.1	28.8	20.2	23.1	Met Target†
Black or African American	102	98.2	17.6	10.9	23.0	17.6	24	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	*	*	33.3	76.5	*	**	**
American Indian or Alaska Native	N	N	N	*	42.7	N	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	94	99.0	24.5	12.8	44.9	24.5		
Male	126	98.5	18.3	12.8	44.2	18.3		
Economically Disadvantaged Students	177	99.0	16.9	11.5	26.3	16.9	27	Not Met
Non-Economically Disadvantaged Students	43	97.8	37.2	17.7	54.9	37.2		
Students with Disabilities	40	100.0	10.0	*	17.4	10.0	16.8	Met Target†
Students without Disabilities	180	98.5	23.3	*	50.0	23.3		
English Learners	49	100.0	22.4	10.8	25.0	22.4	28.2	Met Target†
Non-English Learners	171	98.4	20.5	13.6	46.5	20.5		
Homeless Students	15	95.2	20.0	11.0	17.1	20.0		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



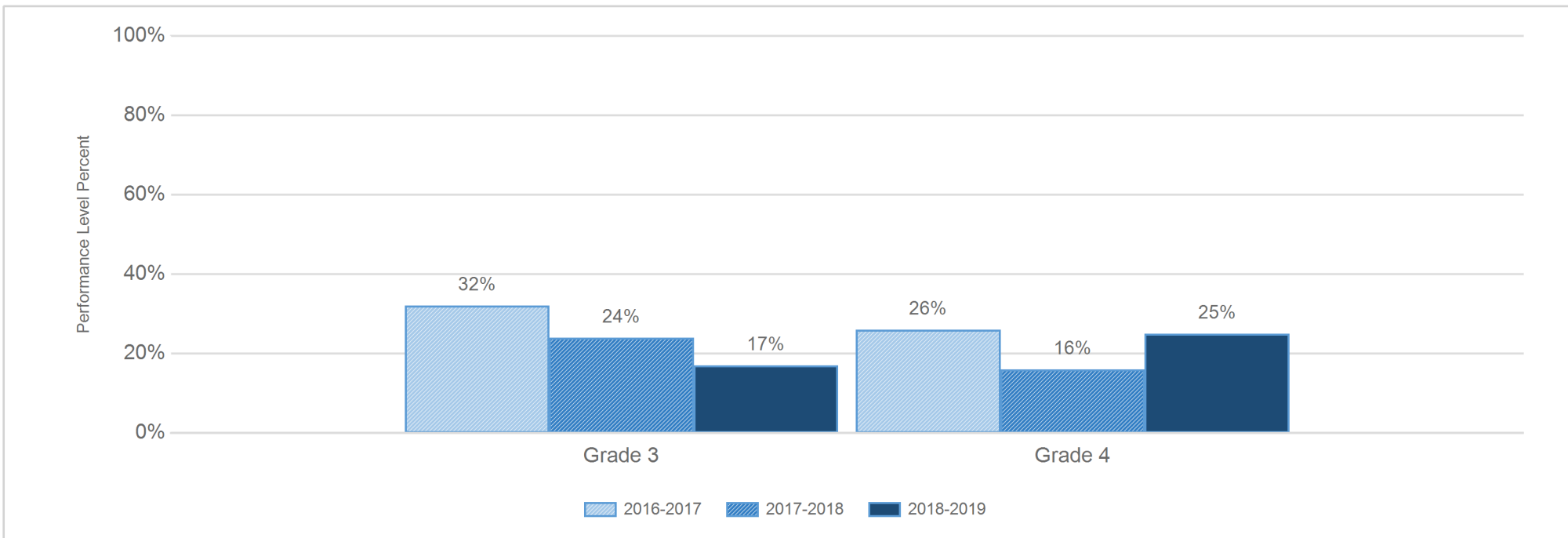
Lindenwold School Five
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Mathematics Assessment – Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level or end-of-course exam on the statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	103	715	718	752	28%	36%	19%	*	*	17%	55%
White	11	725	731	760	*	*	*	*	*	27%	66%
Hispanic	35	717	719	739	*	*	*	*	*	17%	40%
Black or African American	57	713	712	735	32%	35%	19%	*	*	14%	35%
Asian, Native Hawaiian, or Pacific Islander	N	N	*	778	N	N	N	N	N	N	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	N	N	*	758	N	N	N	N	N	N	62%
Female	43	718	716	751	*	53%	*	*	*	16%	54%
Male	60	714	719	752	*	23%	*	*	*	17%	56%
Economically Disadvantaged Students	85	713	716	737	*	*	*	*	*	12%	37%
Non-Economically Disadvantaged Students	18	728	727	761	*	*	*	*	*	39%	67%
Students with Disabilities	20	700	711	731	55%	*	*	*	*	15%	31%
Students without Disabilities	83	719	719	756	22%	*	*	*	*	17%	60%
English Learners	17	729	716	728	0%	*	*	*	*	24%	26%
Non-English Learners	86	713	719	754	34%	*	*	*	*	15%	58%
Homeless Students	*	*	*	724	*	*	*	*	*	*	23%
Students in Foster Care	*	*	*	725	*	*	*	*	*	*	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	122	725	724	749	21%	27%	27%	25%	0%	25%	51%
White	15	734	*	757	*	0%	*	*	*	40%	62%
Hispanic	57	722	722	737	28%	28%	21%	23%	0%	23%	36%
Black or African American	48	727	726	731	*	33%	31%	*	*	21%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	N	N	*	747	N	N	N	N	N	N	46%
Two or More Races	*	*	*	754	*	*	*	*	*	*	58%
Female	53	733	726	749	*	30%	*	32%	0%	32%	50%
Male	69	719	722	749	*	25%	*	19%	0%	19%	52%
Economically Disadvantaged Students	101	723	722	734	*	*	*	*	*	21%	32%
Non-Economically Disadvantaged Students	21	739	739	759	*	*	*	*	*	43%	63%
Students with Disabilities	14	708	708	726	*	*	*	*	*	*	25%
Students without Disabilities	108	728	727	754	*	*	*	*	*	*	56%
English Learners	25	709	712	722	*	*	*	*	*	*	18%
Non-English Learners	97	730	730	751	*	*	*	*	*	*	54%
Homeless Students	11	718	713	722	*	*	*	*	*	27%	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	37.1%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	48	*	*
3-4	50	*	*
5 or more	30	*	*



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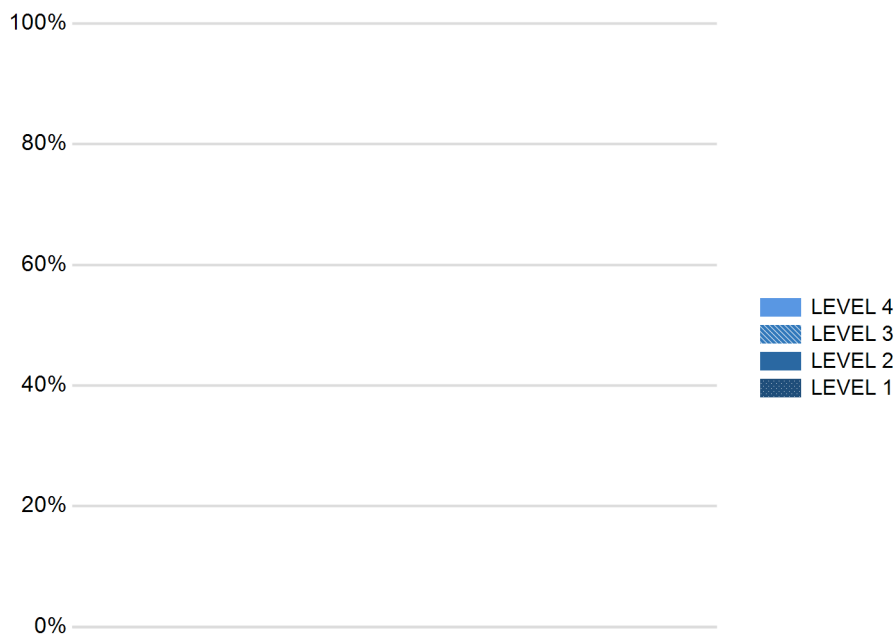
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4
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Lindenwold School Five
(07-2670-050)
Grades Offered: KG-04
2018-2019

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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

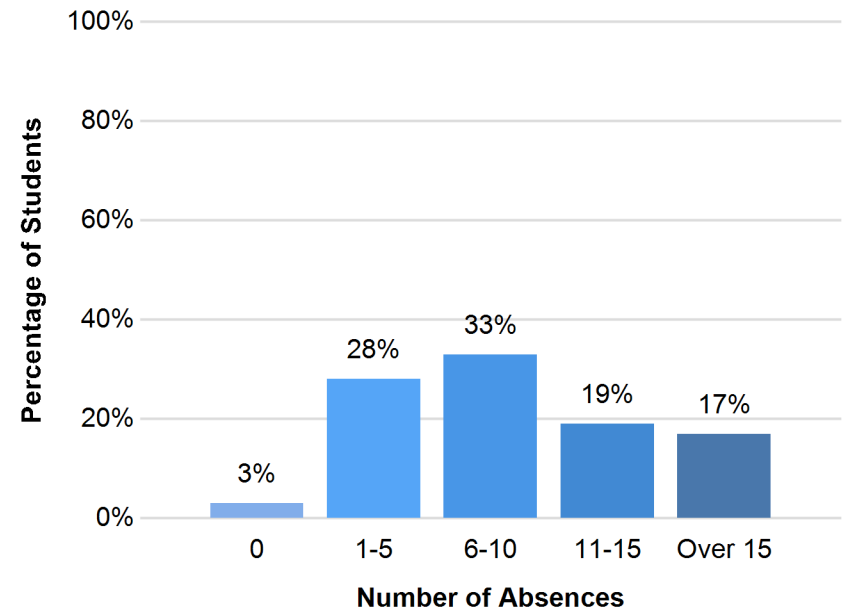
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	90	14.9	9.2	Not Met
White	14	20.3	9.2	Not Met
Hispanic	24	9.5	9.2	Not Met
Black or African American	49	19.0	9.2	Not Met
Asian, Native Hawaiian, or Pacific	0	0	**	**
American Indian or Alaska Native	N	N	N	N
Two or More Races	3	25.0	**	**
Female	42	15.4		
Male	48	14.5		
Economically Disadvantaged Students	75	15.2	9.2	Not Met
Students with Disabilities	18	17.6	9.2	Not Met
English Learners	9	6.7	9.2	Met
Homeless Students	12	24.5		
Students in Foster Care	*	*		
Military-Connected Students	N	N		
Migrant Students	N	N		

Days Absent

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





Lindenwold School Five
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Grades Offered: KG-04
2018-2019

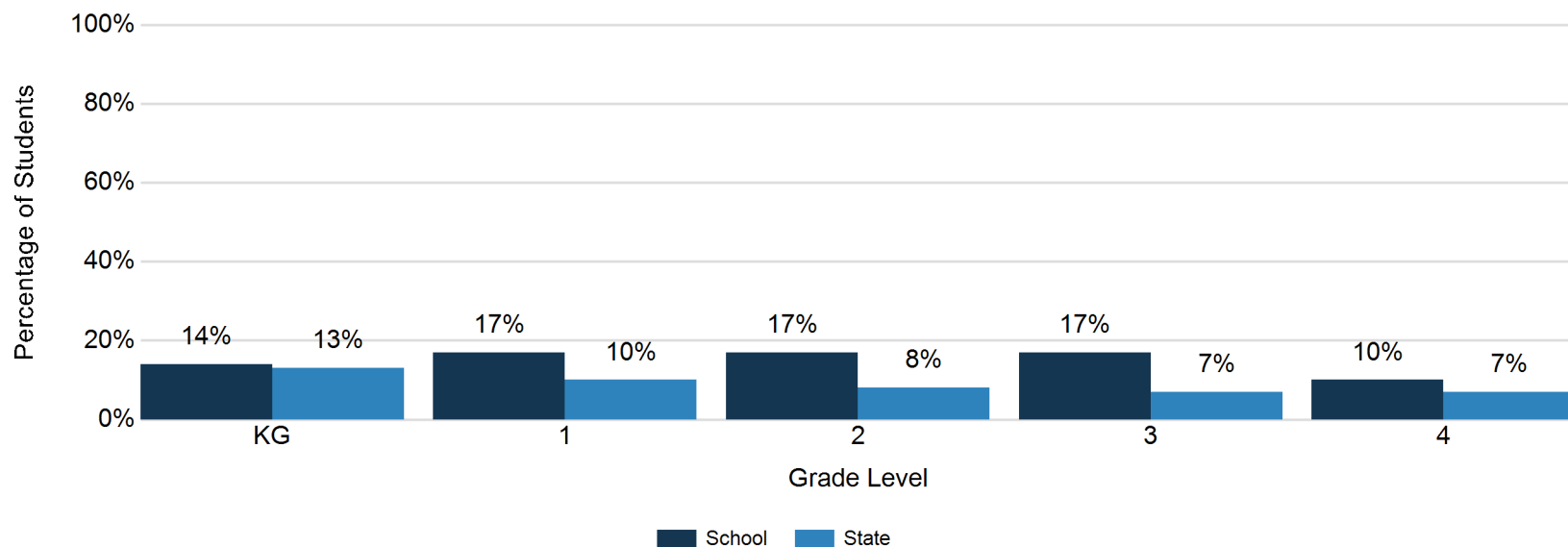
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	5
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	15
Total Unique Incidents	19
Incidents Per 100 Students Enrolled	3.18

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	1	1	2
Religion	0	0	0
Ancestry	0	0	0
Gender	1	4	5
Sexual Orientation	0	3	3
Disability	1	0	1
Other	3	9	12
No Identified Nature	22		22

Police Notifications

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

Incident Type	Incidents Reported to Police
Violence	0
Weapons	0
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	2
Other Incidents Leading to Removal	0

Student Disciplinary Removals

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

Removal Type	Number of Students	Percent of Students
In-School Suspensions	0	0.0%
Out-of-School Suspensions	27	4.5%
Any Suspension	27	4.5%
Removal to other education program	0	0.0%
Expulsion	0	0.0%
Arrest	0	0.0%

School Days Missed due to Out-of-School Suspensions

112



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	49	118,214
Average years experience in public schools	11.9	12.1
Average years experience in district	8.2	10.8
Percentage of Teachers with 4 or more years experience in the district	53.1%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	16.9	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	12:1	11:1
Students to Administrators	299:1	142:1
Teachers to Administrators	25:1	13:1
Students to Librarians/Media Specialists		2838:1
Students to Nurses		946:1
Students to Counselors		405:1
Students to Child Study Team Members		258:1



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Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	44.6%	85.7%	50.0%	48.4%	77.1%	54.9%
Male	55.4%	14.3%	50.0%	51.6%	22.9%	45.1%
White	11.2%	69.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	42.0%	20.4%	50.0%	29.9%	7.3%	7.2%
Black or African American	42.7%	10.2%	0.0%	15.0%	6.6%	13.9%
Asian	1.7%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.0%	0.0%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.3%	0.0%	0.0%	0.2%	0.1%	0.1%
Two or More Races	2.0%	0.0%	0.0%	2.1%	0.2%	0.2%



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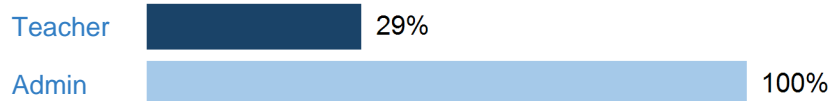
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.9%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.4%



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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 [Comprehensive Annual Financial Report \(CAFR\) 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 2018-19 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.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2022
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
Student Group Status: American Indian or Alaska Native	
Student Group Status: Two or More Races	
Student Group Status: Economically Disadvantaged Students	Low Performing Student Group (ATSI)
Student Group Status: Students with Disabilities	
Student Group Status: English Learners	

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



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	35.3%	27.3%	19.0%
Math Proficiency	29.4%	20.6%	20.9%
ELA Growth	42	28	39
Math Growth	44	29	37
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		50.0%	37.1%
Chronic Absenteeism	8.2%	13.3%	14.9%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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

Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	Yes
White	Met Target†	Met Target†	**	**	n/a	Not Met	No
Hispanic	Not Met	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Black or African American	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	Yes
Students with Disabilities	Not Met	Met Target†	**	**	n/a	Not Met	No
English Learners	Not Met	Met Target†	Not Met	Not Met	Not Met	Met	No

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



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School Narrative

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



Highlights:

- Implemented the SJ Math Ambassador Project and participated with the On-Going Assessment Project (OGAP), which helps build capacity of teachers for sustained improvement in math instruction.
- During 2018-19, Fountas and Pinnell Classroom was implemented from Kindergarten through Third Grade. Implementation included guided reading, shared reading, interactive read aloud, and phonics.
- School-wide positive behavior support systems address student conduct and building culture through data analysis and building incentives within the structure defined by NJTSS.



Mission, Vision, Theme:

The Lindenwold School Community is committed to preparing all students to meet the NJ Student Learning Standards and providing a safe, academically rigorous, child-centered environment where all students will solve problems, develop a sense of self-worth, and embrace life-long learning whereby they become productive citizens and members of their community.



Awards, Recognition, Accomplishments:

Students in K through Fourth Grades have an opportunity to earn awards for Students of the Month, Writing Challenges, Math Fact Challenge and Peaceful Problem Solvers. Students in Third & Fourth Grades also have an opportunity to earn Academic Awards quarterly for their academic performance. During the last quarterly Academic Awards Assembly, students are also recognized in the Specialist Areas- Art, Computers, Media, Music, Physical Education, and Spanish as Most Improved and Best Overall. Also, awarded during this assembly are Caring Award, English Language Learners (ELL) Awards, and Safety & Wellness Awards. School Five also celebrates its teachers during Teacher Appreciation Week. During this week, teachers are treated to special inspirational quotes for each day along with a sweet treat. Teachers also nominate effective teachers and staff members for Teacher of the Year and Staff Member of the Year. Winning nominee for each category participate in a school parade.



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Courses, Curriculum, Instruction:

English/Language Arts instruction uses the balanced literacy approach. F&P Classroom materials are the primary literacy resource in grades K-4. Students receive basic skills support for small group reading instruction. Math instruction is based upon the NJ Model Curriculum for Math. Students receive additional math instruction from basic skills teachers. The primary resource used is GoMath! We piloted Ready and Math Expressions Programs in one classroom per grade level. Science and social studies instruction occurs regularly throughout the marking periods. All subject-area curricula have been aligned to the NJSLS.



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Before and After School Programs:

The YMCA is a Before & After School service provider housed in our school building. YMCA provides care for students in the school for a minimal cost. Like the school, the YMCA offers services to students in grades Kindergarten through Fourth Grades.



Staff and Professional Learning:

As we looked to expand our math conceptual base and mathematical discourse in the classroom, we have partnered with the On-Going Assessment Project (OGAP) on instructional math practices. We use Math Expressions as our core math resource and Fountas & Pinnell Classroom for Language Arts. Teachers continually work on creating student-centered classrooms by refining questioning and discussion techniques.






Lindenwold School Five
(07-2670-050)
Grades Offered: KG-04
2018-2019

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
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School Narrative

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

 <p>Student Supports and Services:</p>	<p>English Language Learners in Grades K and First participate in our bilingual instructional program. ELLs in Second through Fourth Grades participate in high-intensity and support ESL classes. Other instructional supports include basic skills push-in for English/Language Arts, basic skills push-in for math, self-contained special education classes, team-teaching classes. Student supports include the guidance counselor, school psychologist, social worker, I&RS committee, Child Study Team, and 504 Committee.</p>
 <p>Student Health and Wellness:</p>	<p>Students receive instruction in the area of Health & Physical Education daily. Students receive nutritionally balanced breakfast and lunch options with nutritional information published. Students also participate in annual Fire Prevention Week, School Violence Prevention & Awareness Week, Red Ribbon Week, and Jump Rope for Hearts. Staff also participate in the School Health and Wellness Committee to address relevant issues.</p>
 <p>Parent and Community Involvement:</p>	<p>Escape the Room/Escape from Seussville were family events filled with engaging literacy presentations and math games combined into one night for the Third and Fourth Grade students and families of School Five as well as one night for the Kindergarten through Second Grade students and families. These events were aimed at giving parents and guardians information in order to support growth of academic skills. They focused on giving parents simple strategies to support reading and math skills. School Five also has an active Parent Advisory Council (PAC) that meets monthly at School Five. PAC also hosts thematic dress down Fridays once a month school-wide. And has several different fundraisers throughout the school year including- Yankee Candle, PI Day, and hosting the End-of-Year Fourth Grade Party.</p>





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 <p>Climate Surveys:</p>	<p>New Jersey Tiered Systems of Support climate survey was administered to students, parents, teachers, and administrators. Results from the survey indicate strengths in the following areas: School Safety, Communication, and Feedback. These areas represented commonly cited areas of strength among students, staff, and parents. The survey also demonstrated areas of need in the following areas: student behavior. Results from the NJTSS climate survey have been reported to the district NJTSS committee and discussed with building staff to formulate and implement plans to promote strengths and address needs.</p>
 <p>School Safety:</p>	<p>The Lindenwold Public School District takes several measures to ensure staff and student safety. Recently, the school district has added an additional School Resource Officer increasing the number of Officers in the district to two. The two School Resource Officers are shared amongst five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. Camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of some buildings when students are present. Administration attends annual training on school safety.</p>



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Technology and STEM:

All classrooms are outfitted with interactive whiteboards and document cameras. Teachers regularly integrate these presentation tools into instruction. Students also have access to individual Chromebooks in all grades. Teachers use digital platforms like Google Classroom to deliver differentiated instruction and provide students with opportunities for digital collaboration. Additionally, students attend computer class each week as a special area subject, which addresses issues related to digital literacy.



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Other Information

The uniform dress code of Lindenwold Public Schools is being implemented primarily as a way to improve the school learning environment. It is intended to provide an equal clothing status to all children and allow students to focus on the educational process rather than a fashion statement. It is also intended to provide a sense of unity and belonging to students who attend our school. Dress code policies and procedures were developed by a committee including representation of students, parents, teachers administration and board members.



Lindenwold School Four
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How to use this report:

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

Navigating through the reports:

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

Other Resources:

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

Notes from the New Jersey Department of Education:



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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	Camden
District	Lindenwold Public School District
Principal Name	Mrs. Dana Lawrence
Address	900 Gibbsboro Rd. LINDENWOLD, NJ 08021
Phone Number	856-783-0405
Email Address	dlawrence@lindenwold.k12.nj.us
Website	http://www.s4.lindenwold.k12.nj.us/



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Enrollment data reflects enrollment reported at the end of the school year and only includes students attending the school. Students that 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	2016-17	2017-18	2018-19
KG	154	160	119
1	145	140	141
2	154	149	123
3	125	152	126
4	119	120	130
Total	697	721	639

Enrollment Trends by Student Group

This table shows the percentage of students by student group for the past three school years.

Student Group	2016-17	2017-18	2018-19
Female	47.2%	50.1%	51.2%
Male	52.8%	49.9%	48.8%
Economically Disadvantaged Students	84.4%	88.9%	89.5%
Students with Disabilities	11.3%	9.8%	12.7%
English Learners	37.6%	41.7%	48.4%
Homeless Students	9.2%	8.3%	12.8%
Students in Foster Care	1.0%	0.3%	0.3%
Military-Connected Students	0.1%	0.3%	0.6%
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	2016-17	2017-18	2018-19
White	7.5%	7.2%	7.0%
Hispanic	63.6%	66.4%	71.0%
Black or African American	25.7%	23.9%	19.4%
Asian	1.9%	1.2%	1.3%
Native Hawaiian or Pacific Islander	0.1%	0.1%	0.0%
American Indian or Alaska Native	0.1%	0.1%	0.2%
Two or More Races	1.1%	1.0%	1.1%

Enrollment Trends by Full/Half Day PK and KG

This table shows number of students in full day and half day Pre-Kindergarten (PK) and Kindergarten (KG) for the past three school years.

Grade	2016-17	2017-18	2018-19
KG - Half Day	0	0	0
KG - Full Day	154	160	119

Enrollment by Home Language

This table shows the percentage of students by primary home language. Only the top 5 languages with at least 1% of students are shown, and students with other home languages are included in the Other Languages total.

Home Language	% of Students
Spanish	58.5%
English	41.3%
Other Languages	0.2%



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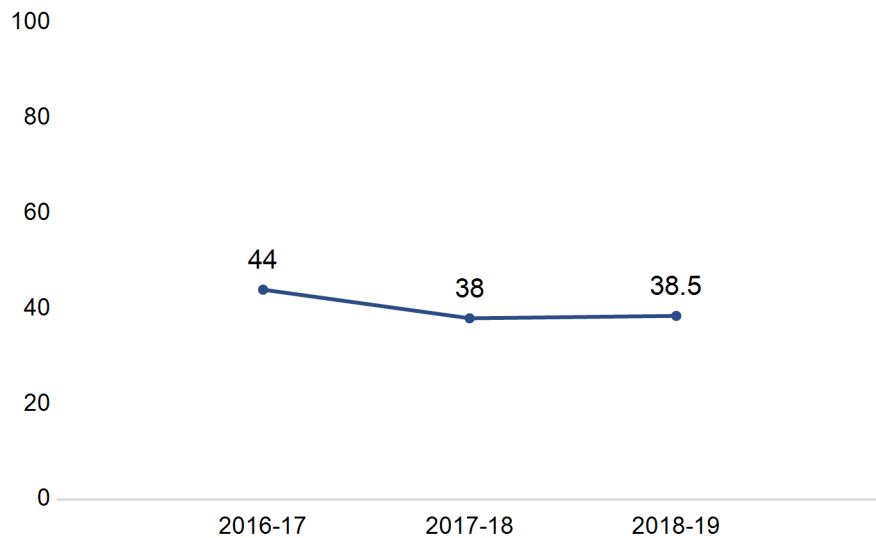
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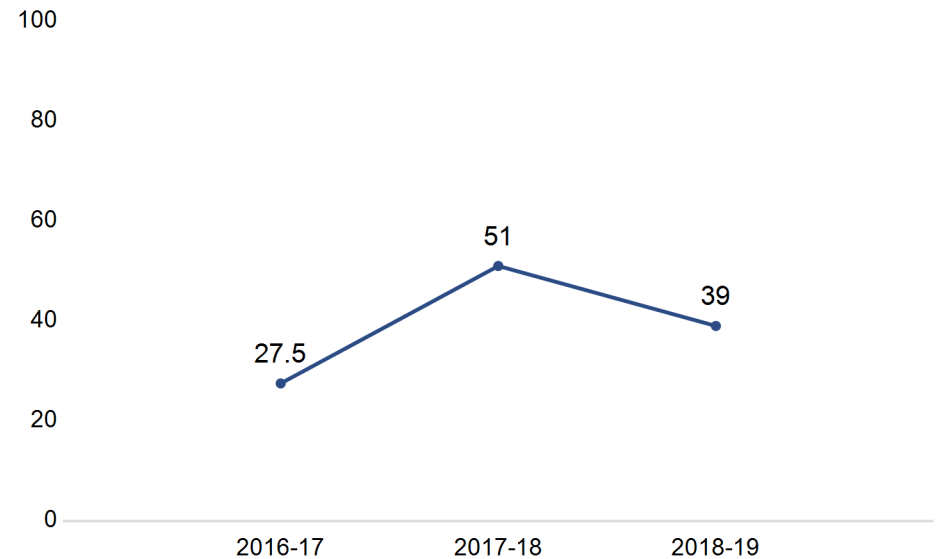
Student Growth Trends and Progress

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.

ELA Median Student Growth Percentile



Math Median Student Growth Percentile



Performance Measure	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Median Student Growth Percentile	44	38	38.5	27.5	51	39
Met Standard (40-59.5)?	Met Standard	Not Met	Not Met	Not Met	Met Standard	Not Met
Statewide: Median Student Growth Percentile	50	50	50	50	50	50



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

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

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

Student Growth

This table shows the **median Student Growth Percentile (mSGP)** for both English Language Arts (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	38.5	33	50	Not Met	39	39	50	Not Met
White	*	35.5	50	**	*	51	52	**
Hispanic	37	34	49	Not Met	38	39	47	Not Met
Black or African American	40.5	30	45	Met Standard	35	36	43	Not Met
Asian, Native Hawaiian, or Pacific Islander	*	43	59	**	*	52	60	**
American Indian or Alaska Native	*	*	56	**	*	*	51.5	**
Two or More Races	N	*	49	**	N	*	52	**
Female	34	34	53	N	37	40	50	N
Male	49	32	47	N	39	38	51	N
Economically Disadvantaged Students	35	33	48	Not Met	38	39	46	Not Met
Students with Disabilities	27.5	27	43	**	48	42.5	45	**
English Learners	35	34	52	Not Met	39	38.5	50	Not Met
Homeless Students	65	35	43	N	42	45	44	N
Students in Foster Care	*	*	42	N	*	*	44	N
Military-Connected Students	N	*	49	N	N	*	51	N
Migrant Students	N	N	47	N	N	N	51	N



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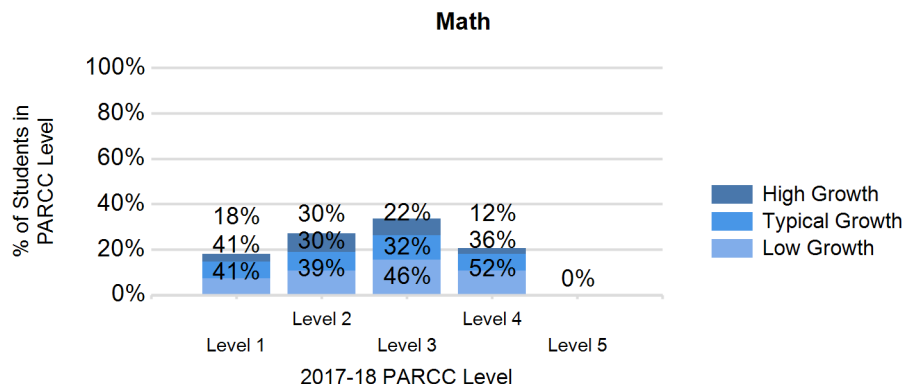
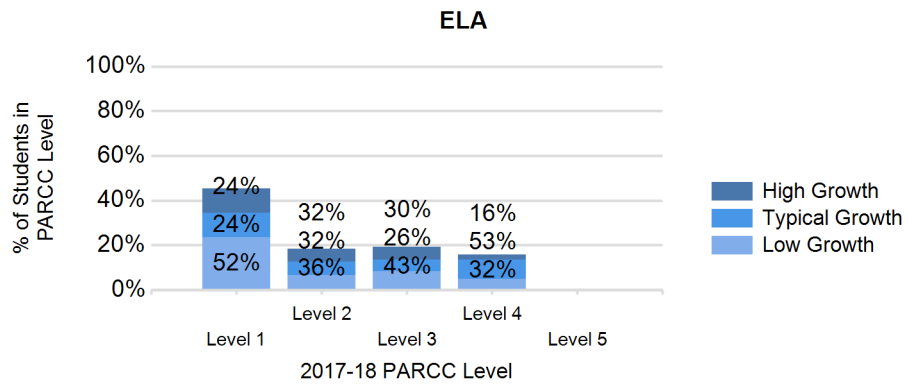
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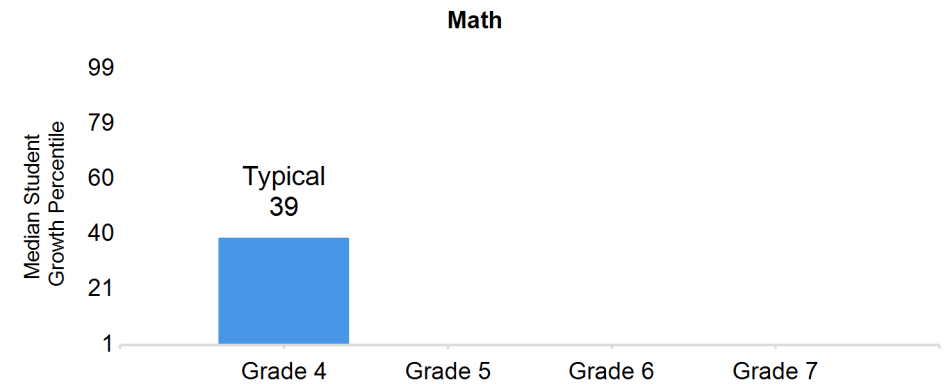
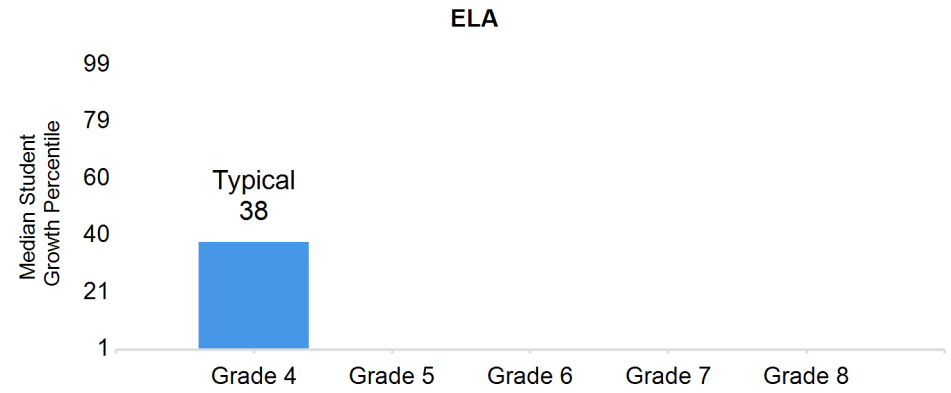
Student Growth by Performance Level

These graphs show the percentage of students by 2017-18 statewide assessment performance level that fall into each of the three levels of growth based on their 2018-19 statewide assessment growth.



Student Growth by Grade

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





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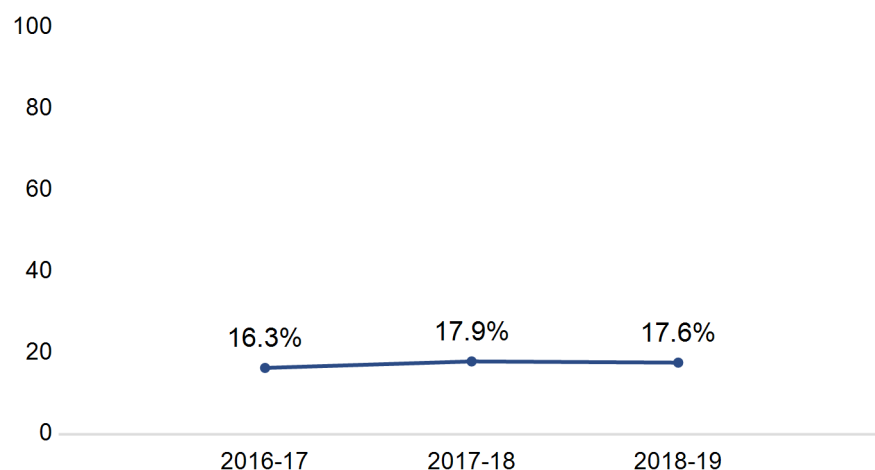
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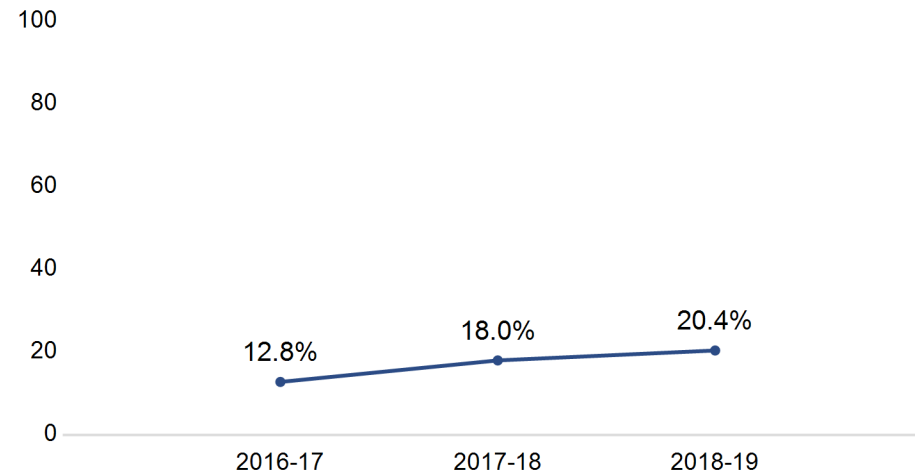
English Language Arts and Mathematics Performance Trends

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 statewide assessment (NJSLA for 2018-19 and PARCC for 2016-17 and 2017-18) and the DLM alternate assessment. The Proficiency Rate for Federal Accountability measures the percentage of students that met or exceeded expectations on the assessments (NJSLA/PARCC or DLM) with an adjustment made if the participation rate is below 95% to ensure reporting on at least 95% of students. NJSLA/PARCC results include only students in grades 3 through 10. Students that 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	2016-17 ELA	2017-18 ELA	2018-19 ELA	2016-17 Math	2017-18 Math	2018-19 Math
Participation Rate	98.3%	99.3%	97.7%	98.8%	98.9%	98.5%
Proficiency Rate for Federal Accountability	16.3%	17.9%	17.6%	12.8%	18.0%	20.4%
Annual Target	21.6%	24.7%	27.7%	21.8%	24.8%	27.9%
Met Annual Target?	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met
Statewide Proficiency Rate for Federal Accountability	54.9%	56.7%	57.9%	43.5%	45.0%	44.5%

† Target was met within a confidence interval.



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English Language Arts Assessment - Participation and Performance

This table shows performance on statewide assessments for English Language Arts both overall and by student group. It includes the results of students taking both the NJSLA and DLM assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	244	97.7	17.6	19.7	57.9	17.6	27.7	Not Met
White	20	100.0	35.0	*	66.9	35.0	33.7	Met Target
Hispanic	172	97.8	15.1	17.1	43.9	15.1	24.4	Not Met
Black or African American	44	95.9	18.2	19.1	38.5	18.2	27.7	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	41.7	82.9	*	**	**
American Indian or Alaska Native	*	*	*	*	56.0	*	**	**
Two or More Races	*	*	*	*	64.4	*	**	**
Female	120	96.1	18.3	25.0	64.8	18.3		
Male	124	99.2	16.9	14.8	51.3	16.9		
Economically Disadvantaged Students	204	98.1	15.2	17.8	40.0	15.2	26.7	Not Met
Non-Economically Disadvantaged Students	40	95.5	30.0	26.8	67.9	30.0		
Students with Disabilities	37	91.1	10.8	*	22.7	10.5	8	Met Target
Students without Disabilities	207	99.1	18.8	*	65.1	18.8		
English Learners	132	97.8	*	10.0	29.3	*	18.4	Not Met
Non-English Learners	112	97.6	*	23.6	60.6	*		
Homeless Students	27	93.1	18.5	*	29.1	18.5		
Students In Foster Care	*	*	*	*	27.6	*		
Military-Connected Students	N	N	N	*	57.8	N		
Migrant Students	N	N	N	N	30.4	N		

† Target was met within a confidence interval.



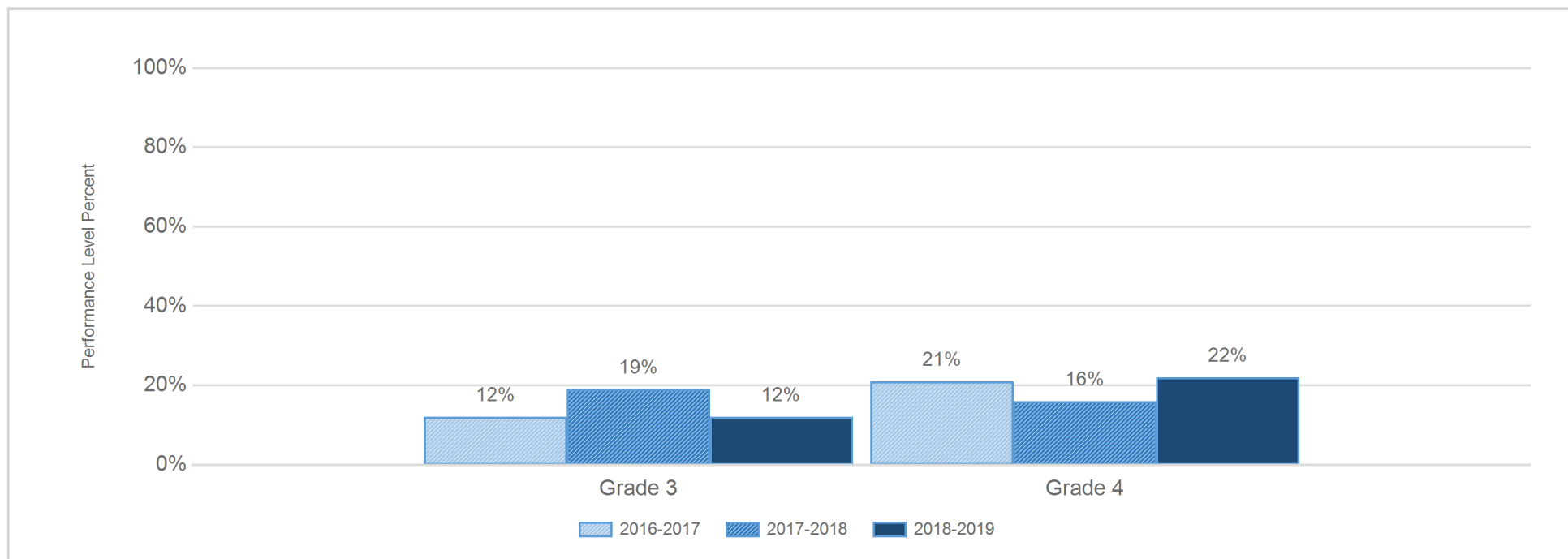
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English Language Arts Assessment - Performance Trends

This graph shows the percentage of students who met or exceeded expectations on each grade level exam on the statewide assessment for English Language Arts (ELA) for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.





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English Language Arts Assessment - Performance by Grade: Grade 3

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	119	703	705	748	50%	23%	15%	12%	0%	12%	50%
White	11	734	728	757	*	*	*	*	*	36%	60%
Hispanic	83	700	703	734	57%	16%	18%	*	*	10%	36%
Black or African American	21	701	704	731	*	*	*	*	*	10%	33%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	773	*	*	*	*	*	*	75%
American Indian or Alaska Native	N	N	N	746	N	N	N	N	N	N	46%
Two or More Races	*	*	*	756	*	*	*	*	*	*	58%
Female	57	700	705	753	*	*	*	*	*	*	55%
Male	62	705	706	743	*	*	*	*	*	*	46%
Economically Disadvantaged Students	100	701	703	731	*	*	*	*	*	10%	33%
Non-Economically Disadvantaged Students	19	711	715	759	*	*	*	*	*	21%	61%
Students with Disabilities	14	703	693	719	*	*	*	*	*	14%	24%
Students without Disabilities	105	703	707	754	*	*	*	*	*	11%	56%
English Learners	56	687	693	713	*	*	*	*	*	*	17%
Non-English Learners	63	717	711	751	*	*	*	*	*	*	54%
Homeless Students	10	700	*	720	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	720	N	N	N	N	N	N	21%
Military-Connected Students	N	N	N	752	N	N	N	N	N	N	55%
Migrant Students	N	N	N	727	N	N	N	N	N	N	24%



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English Language Arts Assessment - Performance by Grade: Grade 4

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	129	720	725	755	31%	22%	24%	*	*	22%	57%
White	*	*	*	763	*	*	*	*	*	*	67%
Hispanic	95	717	721	743	33%	28%	20%	*	*	19%	44%
Black or African American	24	729	728	739	*	*	42%	*	*	29%	39%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	779	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	749	*	*	*	*	*	*	53%
Two or More Races	N	N	*	762	N	N	N	N	N	N	64%
Female	65	721	731	760	34%	22%	18%	*	*	26%	62%
Male	64	720	719	750	28%	23%	30%	*	*	19%	53%
Economically Disadvantaged Students	110	715	721	740	36%	*	*	*	*	18%	40%
Non-Economically Disadvantaged Students	19	749	745	765	0%	*	*	*	*	47%	69%
Students with Disabilities	21	697	698	725	*	*	*	*	*	*	25%
Students without Disabilities	108	725	729	761	*	*	*	*	*	*	64%
English Learners	57	702	705	720	*	*	*	*	*	*	17%
Non-English Learners	72	735	735	758	*	*	*	*	*	*	60%
Homeless Students	16	720	722	730	*	*	*	*	*	25%	29%
Students in Foster Care	*	*	*	729	*	*	*	*	*	*	28%
Military-Connected Students	N	N	N	757	N	N	N	N	N	N	58%
Migrant Students	N	N	N	718	N	N	N	N	N	N	25%



Lindenwold School Four
(07-2670-040)
Grades Offered: KG-04
2018-2019

Report Key:

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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 assessments. NJSLA results include only students in grades 3 through 10. Students that were enrolled for less than half a school year are excluded from performance results. A student is considered to have met or exceeded expectations if he/she scores at Level 4 or 5 on the NJSLA assessment or at Level 3 or 4 on the DLM assessment.

This table shows both the percentage of students that 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 progress towards meeting the state's long term goal of 80% proficiency by 2030. Annual targets are specific to each subgroup, school, and district and represent the expected proficiency needed to stay on track to meet the state's long term goal. 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 our [accountability resources](#).

Student Group	Valid Scores	% of students Taking Test	School: % of Testers Met/Exceeded Expectations	District: % of Testers Met/Exceeded Expectations	State: % of Testers Met/Exceeded Expectations	Proficiency Rate for Federal Accountability	2018-19 Annual Target	Met 2018-19 Annual Target
Schoolwide	245	98.5	20.4	12.8	44.5	20.4	27.9	Not Met
White	20	100.0	30.0	21.5	54.1	30.0	33.7	Met Target†
Hispanic	173	98.9	19.7	12.1	28.8	19.7	26.6	Not Met
Black or African American	44	95.9	20.5	10.9	23.0	20.5	22.6	Met Target†
Asian, Native Hawaiian, or Pacific Islander	*	*	*	33.3	76.5	*	**	**
American Indian or Alaska Native	*	*	*	*	42.7	*	**	**
Two or More Races	*	*	*	*	53.3	*	**	**
Female	121	97.7	18.2	12.8	44.9	18.2		
Male	124	99.3	22.6	12.8	44.2	22.6		
Economically Disadvantaged Students	205	99.1	18.0	11.5	26.3	18.0	27.8	Not Met
Non-Economically Disadvantaged Students	40	95.5	32.5	17.7	54.9	32.5		
Students with Disabilities	37	91.1	16.2	*	17.4	15.8	19.5	Met Target†
Students without Disabilities	208	100.0	21.2	*	50.0	21.2		
English Learners	133	98.6	15.8	10.8	25.0	15.8	18.5	Met Target†
Non-English Learners	112	98.4	25.9	13.6	46.5	25.9		
Homeless Students	28	97.0	21.4	11.0	17.1	21.4		
Students In Foster Care	*	*	*	*	17.1	*		
Military-Connected Students	N	N	N	*	46.4	N		
Migrant Students	N	N	N	N	23.3	N		

† Target was met within a confidence interval.



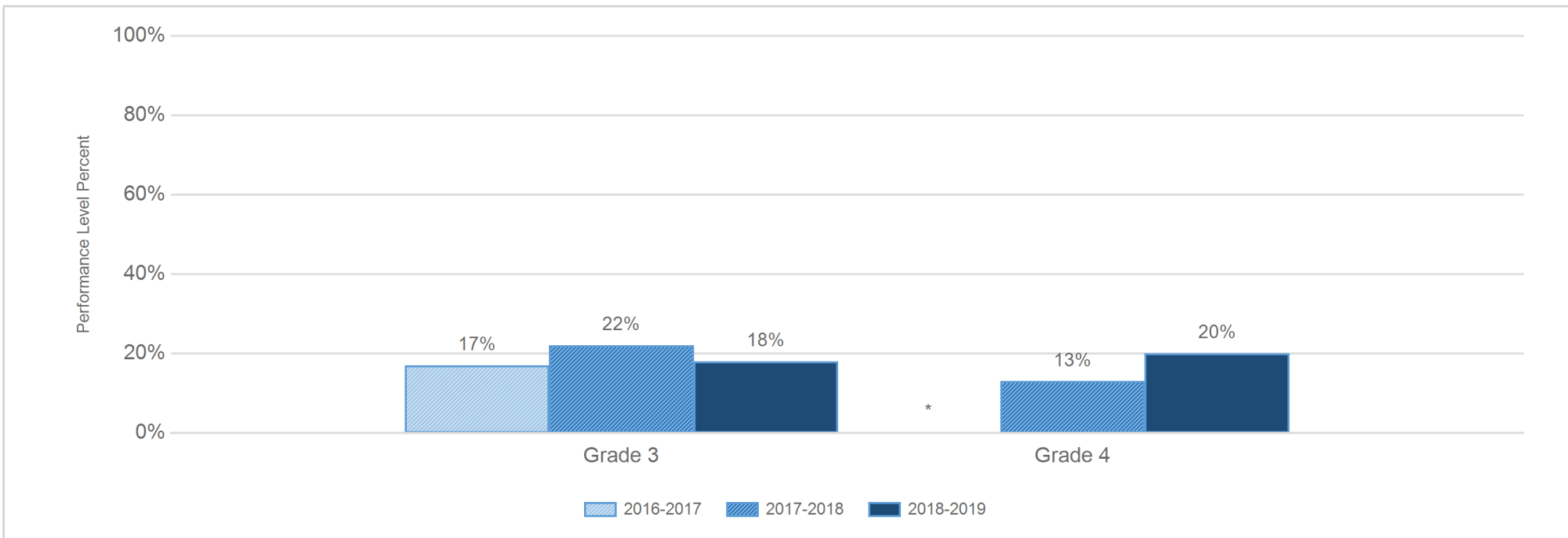
Lindenwold School Four
(07-2670-040)
Grades Offered: KG-04
2018-2019

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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 statewide assessment for Mathematics for the past three years. 2018-19 data is from the New Jersey Student Learning Assessment (NJSLA) and 2016-17 and 2017-18 data is from the PARCC assessment.



† 2018-19 results for Algebra I, Geometry, and Algebra II do not include students in grade 11, but 2016-17 and 2017-18 results do include students in grade 11. Therefore, trend data for these assessments may not be comparable.



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Mathematics Assessment - Performance by Grade: Grade 3

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	124	720	718	752	24%	31%	27%	*	*	18%	55%
White	11	738	731	760	*	*	*	*	*	27%	66%
Hispanic	88	720	719	739	23%	32%	26%	*	*	19%	40%
Black or African American	21	711	712	735	*	*	*	*	*	10%	35%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	778	*	*	*	*	*	*	83%
American Indian or Alaska Native	N	N	N	749	N	N	N	N	N	N	51%
Two or More Races	*	*	*	758	*	*	*	*	*	*	62%
Female	60	715	716	751	27%	37%	22%	*	*	15%	54%
Male	64	724	719	752	22%	27%	31%	*	*	20%	56%
Economically Disadvantaged Students	105	719	716	737	*	*	*	*	*	17%	37%
Non-Economically Disadvantaged Students	19	726	727	761	*	*	*	*	*	21%	67%
Students with Disabilities	14	728	711	731	*	*	*	*	*	21%	31%
Students without Disabilities	110	719	719	756	*	*	*	*	*	17%	60%
English Learners	61	712	716	728	*	*	*	*	*	*	26%
Non-English Learners	63	727	719	754	*	*	*	*	*	*	58%
Homeless Students	13	717	*	724	*	*	*	*	*	*	23%
Students in Foster Care	N	N	*	725	N	N	N	N	N	N	27%
Military-Connected Students	N	N	N	754	N	N	N	N	N	N	56%
Migrant Students	N	N	N	728	N	N	N	N	N	N	28%



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Mathematics Assessment - Performance by Grade: Grade 4

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 that took the NJSLA assessment, which includes students that were enrolled less than half a year.

Student Group	Valid Scores	Mean Scale Score	District Mean Scale Score	State Mean Scale Score	% Level 1: Did Not Yet Meet Expectations	% Level 2: Partially Met Expectations	% Level 3: Approached Expectations	% Level 4: Met Expectations	% Level 5: Exceeded Expectations	% of Testers Met/ Exceeded Expectations	State % of Testers Met / Exceeded Expectation
Schoolwide	131	723	724	749	23%	25%	32%	20%	0%	20%	51%
White	*	*	*	757	*	*	*	*	*	*	62%
Hispanic	97	722	722	737	23%	26%	34%	18%	0%	18%	36%
Black or African American	24	725	726	731	*	*	*	*	*	25%	29%
Asian, Native Hawaiian, or Pacific Islander	*	*	*	776	*	*	*	*	*	*	82%
American Indian or Alaska Native	*	*	*	747	*	*	*	*	*	*	46%
Two or More Races	N	N	*	754	N	N	N	N	N	N	58%
Female	66	721	726	749	26%	24%	32%	18%	0%	18%	50%
Male	65	725	722	749	20%	26%	32%	22%	0%	22%	52%
Economically Disadvantaged Students	112	720	722	734	*	*	*	*	*	16%	32%
Non-Economically Disadvantaged Students	19	738	739	759	*	*	*	*	*	42%	63%
Students with Disabilities	21	708	708	726	*	*	*	*	*	*	25%
Students without Disabilities	110	726	727	754	*	*	*	*	*	*	56%
English Learners	58	713	712	722	*	*	*	*	*	*	18%
Non-English Learners	73	731	730	751	*	*	*	*	*	*	54%
Homeless Students	18	710	713	722	*	*	0%	*	*	22%	19%
Students in Foster Care	*	*	*	724	*	*	*	*	*	*	23%
Military-Connected Students	N	N	N	753	N	N	N	N	N	N	56%
Migrant Students	N	N	N	717	N	N	N	N	N	N	16%



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DLM Alternate Assessment - Participation

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

Grade	ELA: # Students Tested	Math: # Students Tested
3	*	*
4	*	*

English Language Progress to Proficiency

This table shows the percentage of English Learners who demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. 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	2018-19 Target	Met Target?
Schoolwide/English Learners	34.5%	56.6%	Not Met

† Target was met within one standard deviation

English Language Proficiency Test - Participation and Performance

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

Years in District	# Students Tested	% Students with Overall Score Below 4.5	% Students with Overall Score of 4.5 and above
0-2	105	*	*
3-4	131	*	*
5 or more	65	*	*



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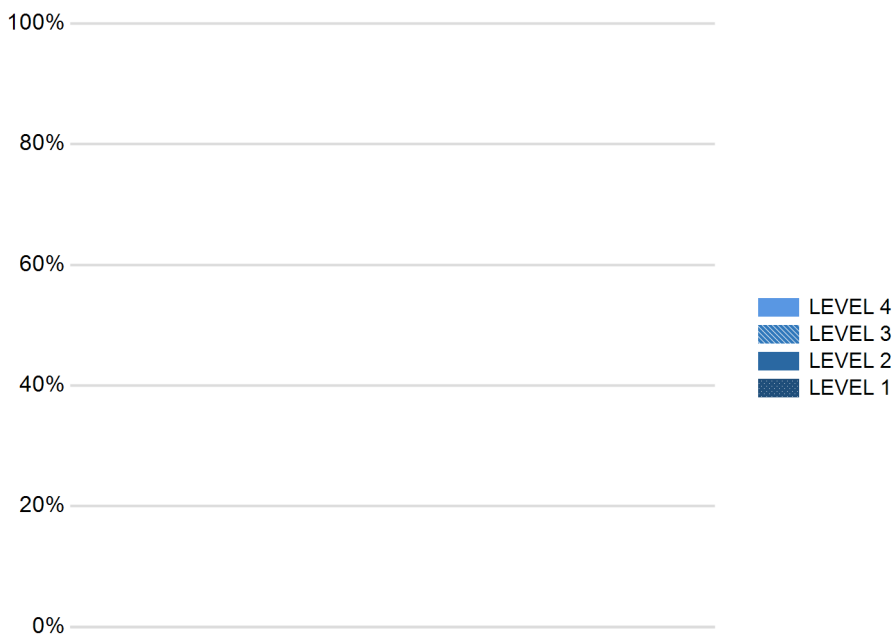
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The New Jersey Student Learning Assessment for Science (NJSLA-S) measures student proficiency with the New Jersey Student Learning Standards for Science. All students in grades 5, 8, and 11 will take the NJSLA-Science assessment. Students receive a 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 that took the Dynamic Learning Maps (DLM) Science assessment, visit the [assessment reports page](#) for DLM results.

NJSLA Science Assessment: Grade Summary

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



NJSLA Science Assessment: Grade

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

Student Group	% Level 1	% Level 2	% Level 3	% Level 4



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Student absences provide important information about a school's culture and climate. Research shows that absences impact a student's ability to succeed in school. The New Jersey Department of Education used input from New Jersey communities to select chronic absenteeism as its measure of school quality and student success for the ESSA accountability plan. **Chronic absenteeism** is defined as being absent for 10% or more of the days enrolled during the school year. A student who is not present for any reason, whether excused, unexcused, or for disciplinary action, is considered absent unless permitted by state statute or regulations. Students with fewer than 45 days in membership are excluded from attendance calculations.

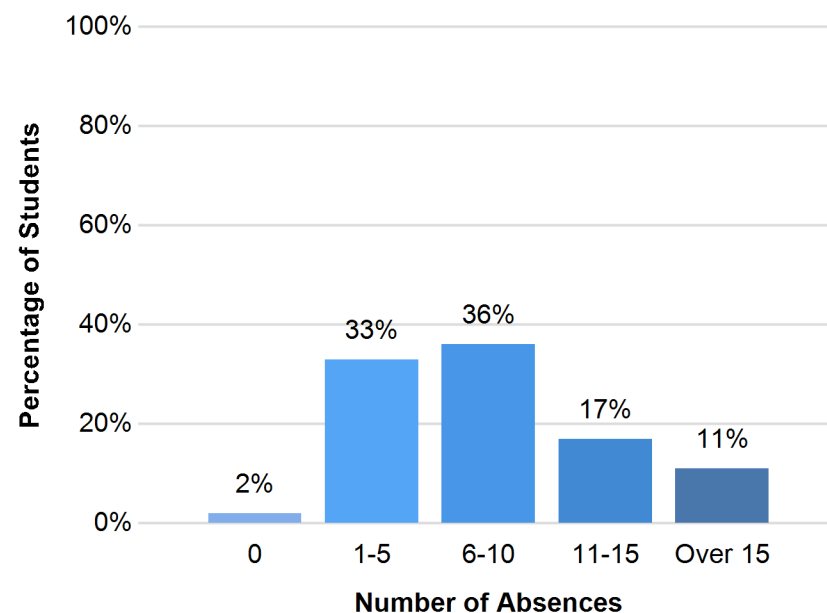
Chronic Absenteeism

This table shows the number and percentage of students in grades K-12 both overall and by student group who were chronically absent during the school year. The last two columns show the chronic absenteeism state average for students in the grades offered and whether the rate for each student group was above the state average ("Not Met") or less than or equal to the state average ("Met").

Student Group	Number of Students Chronically Absent	Percent of Students Chronically Absent	State Average	Met State Average?
Schoolwide	61	9.7	9.2	Not Met
White	7	15.6	9.2	Not Met
Hispanic	32	7.2	9.2	Met
Black or African American	20	16.1	9.2	Not Met
Asian, Native Hawaiian, or Pacific	*	*	**	**
American Indian or Alaska Native	*	*	**	**
Two or More Races	*	*	**	**
Female	29	9.2		
Male	32	10.3		
Economically Disadvantaged Students	57	10.1	9.2	Not Met
Students with Disabilities	15	19.0	9.2	Not Met
English Learners	16	5.4	9.2	Met
Homeless Students	14	17.3		
Students in Foster Care	*	*		
Military-Connected Students	*	*		
Migrant Students	N	N		

Days Absent

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





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2018-2019

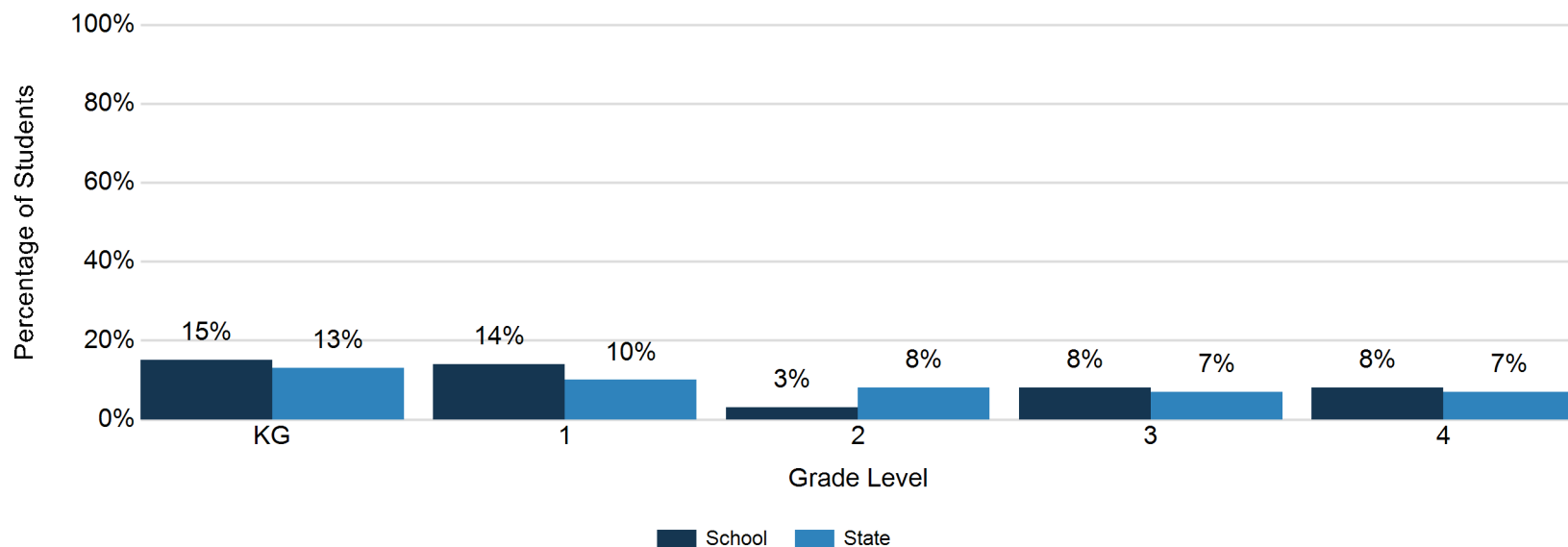
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Chronic Absenteeism by Grade

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





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The New Jersey Department of Education migrated to a new reporting system, the Student Safety Data System (SSDS), starting in 2017-18, which includes improved definitions, new reporting fields, and updated guidance for reporting incidents. Comparing current data to data from 2016-17 and earlier could lead to inaccurate conclusions in many reporting categories.

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	0
Weapons	1
Vandalism	0
Substances	0
Harassment, Intimidation, Bullying (HIB)	1
Total Unique Incidents	2
Incidents Per 100 Students Enrolled	0.31

Police Notifications

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

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

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	0	0	0
Religion	0	0	0
Ancestry	0	0	0
Gender	0	1	1
Sexual Orientation	0	0	0
Disability	0	0	0
Other	0	0	0
No Identified Nature	0		0

Student Disciplinary Removals

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

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

School Days Missed due to Out-of-School Suspensions

16



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School Day

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

Category	School
Typical Start Time	8:45 AM
Typical End Time	3:20 PM
Length of School Day	6 Hrs 35 Mins
Full Time - Instructional Time	5 Hrs 55 Mins
Shared Time - Instructional Time	5 Hrs. 55 Mins.

Device Ratios

This table shows the student to device ratio, which is the number of students in tested grades 3 through 10 per device. Devices are computers such as tablets, iPads, laptops and Chromebooks. The count includes only devices that meet nationally recommended specifications for digital learning in grades 3 through 10. This information comes from the elective NJTRAx survey, therefore data may not be available for all schools. Additionally, schools that have adopted a Bring Your Own Device policy may appear to have a very low Student to Device ratio due to this policy decision.

School Year	Student to Device Ratio
2018-19	1:1



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers – Experience

This table shows information about the experience of teachers assigned to this school and across the state. No teachers in New Jersey are teaching under emergency or provisional credentials as defined the United States Department of Education.

Category	Teachers in School	Teachers in State
Total Number of teachers	57	118,214
Average years experience in public schools	9.8	12.1
Average years experience in district	8.6	10.8
Percentage of Teachers with 4 or more years experience in the district	63.2%	75.3%

Administrators – Experience (District Level)

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

Category	Admin. in District	Admin. in State
Total Number of administrators	20	9,530
Average years experience in public schools	16.9	16.0
Average years experience in district	11.0	12.0
Percentage of Administrators with 4 or more years experience in the district	90.0%	76.9%

Student and Staff Ratios

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

Ratio	School Ratio	District Ratio
Students to Teachers	11:1	11:1
Students to Administrators	320:1	142:1
Teachers to Administrators	29:1	13:1
Students to Librarians/Media Specialists		2838:1
Students to Nurses		946:1
Students to Counselors		405:1
Students to Child Study Team Members		258:1



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Teachers: All classroom teachers

Administrators: Principals, assistant principals, supervisors, coordinators, directors, and other central-office administrators, as well as superintendents and other district-level administrators

Teachers and Administrators – Demographics

This table compares the percentage of students, teachers, and administrators by gender and by racial and ethnic group.

Category	Students in School	Teachers in School	Administrators in School	Students in State	Teachers in State	Administrators in State
Female	51.2%	87.7%	50.0%	48.4%	77.1%	54.9%
Male	48.8%	12.3%	50.0%	51.6%	22.9%	45.1%
White	7.0%	68.4%	50.0%	42.4%	83.6%	77.4%
Hispanic	71.0%	12.3%	0.0%	29.9%	7.3%	7.2%
Black or African American	19.4%	14.0%	50.0%	15.0%	6.6%	13.9%
Asian	1.3%	0.0%	0.0%	10.2%	2.0%	1.1%
American Indian or Alaska Native	0.2%	3.5%	0.0%	0.1%	0.1%	0.1%
Native Hawaiian or Pacific Islander	0.0%	1.8%	0.0%	0.2%	0.1%	0.1%
Two or More Races	1.1%	0.0%	0.0%	2.1%	0.2%	0.2%



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Key terms for staff data:

Faculty: All classroom teachers and educational support services personnel (such as Librarians, Nurses, Counselors, and Child Study Team members)

Teachers: All classroom teachers

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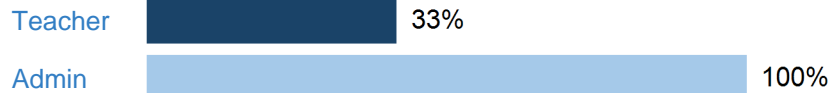
Teachers and Administrators - Level of Education

This chart shows the highest level of education attained by teachers and administrators. The Bachelor's category may include other degrees/certificates such as a Specialist's degree. Administrators are required to have a Master's degree or higher.

Bachelor's Degree



Master's Degree



Doctoral Degree



Teachers and Administrators - One-Year Retention (District Level)

This table shows the percentage of teachers and administrators assigned to this district in 2017-18 that were still assigned to this district in 2018-19. Staff who were not retained may have changed districts or no longer work for the state (including retirements).

Job Type	District	State
2017-18 Teachers: Same district 2018-19	86.9%	90.5%
2017-18 Administrators: Same district 2018-19	100.0%	87.9%

Faculty Attendance

This table shows the percentage of days that faculty members were present during the school year. Approved professional days, personal days, staff training days, bereavement days, jury duty, and absences due to extended illness are not counted against days present, and faculty members on long-term leave or disability are excluded from this calculation.

School Year	% Days Present
2018-19	96.2%



Lindenwold School Four
(07-2670-040)
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2018-2019

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Per-Pupil Expenditures by Source

The link below produces a table summarizing the most recently available expenses for regular and special education students taught at schools in the district. The amounts shown include expenditures for instruction, support services, administration, operations and maintenance, and extra-curricular activities.

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 [Comprehensive Annual Financial Report \(CAFR\) 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 2018-19 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.



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New Jersey's school accountability system identifies schools that are in need of comprehensive and targeted support as required by the Every Student Succeeds Act (ESSA).

Every three years (last identification in 2019, next identification in 2022), NJDOE will identify schools in the following three federal categories:

Comprehensive Support and Improvement - Overall Low Performing: Schools with a summative score in the bottom 5% of Title I schools.

Comprehensive Support and Improvement - Low Graduation Rate: High schools with a four-year graduation rate of 67% or less

Targeted Support and Improvement - Low Performing Student Group: Schools with one or more student group with a summative score that would be in the bottom 5% of Title I schools

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

Targeted Support and Improvement - Consistently Underperforming Student Group: Schools with one or more students group that missed annual targets or standards for all indicators for two years in a row

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

ESSA Accountability Status

The table below provides the school's federal school status for the 2020-21 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.

Status for 2020-21 School Year	Comprehensive Support and Improvement
Category of Identification	Overall Low Performing
Year Eligible to Exit Status	2021
Student Group Status: White	
Student Group Status: Hispanic	
Student Group Status: Black or African American	
Student Group Status: Asian, Native Hawaiian, or Pacific Islander	
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: English Learners	

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



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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 represent the percentage of students that met or exceeded expectations on statewide assessments (NJSLA/PARCC or DLM). ELA and Math Growth represent the median student growth percentile. Four- and five-year graduation rates represent the adjusted cohort graduation rates. Progress toward English Language Proficiency, which was first available in 2017-18, shows the percentage of English Learners that demonstrated the expected amount of growth on the ACCESS for ELLs 2.0 Assessment for English Language proficiency. Chronic absenteeism represents the percentage of students that were absent for 10% or more of the days enrolled during the school year.

ESSA Accountability Indicator	2016-17	2017-18	2018-19
ELA Proficiency	16.3%	17.9%	17.6%
Math Proficiency	12.8%	18.0%	20.4%
ELA Growth	44	38	38
Math Growth	28	51	39
4-Year Graduation Rate†	N	N	N
5-Year Graduation Rate†	N	N	N
Progress toward English Language Proficiency		35.5%	34.5%
Chronic Absenteeism	14.0%	13.6%	9.7%

† This table shows 2018-19 graduation data for reference, but 2017-18 graduation data is used for accountability calculations for 2018-19.



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Accountability Indicator Scores and Summative Ratings - 2018-19 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 every three years. During the three-year federal status period, schools receive additional resources and support. NJDOE will next identify schools for Comprehensive Support and Improvement in 2022.

This year accountability indicator scores and summative ratings are not used to identify schools for Comprehensive Support and Improvement, so these data are not included in the School Performance Reports. Review the previous two pages to see a school's current status, in the ESSA Accountability Status table, and to monitor a school's school progress on each accountability indicator over the last three years using the new ESSA Accountability Progress table.



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Accountability Summary by Student Group - 2018-19 School Year

This table shows whether student groups in this school met annual ESSA accountability targets and standards for each indicator. Annual targets for proficiency and graduation rate were set based on a school or student group's performance in 2015-16 or the first year data was available. The standard for student growth is a median student growth percentile of 40-59.5. The target for chronic absenteeism is the statewide chronic absenteeism rate based on students enrolled in the grades served by the school. For more details on accountability targets, see these [accountability resources](#).

The accountability system will not be used to identify schools for Targeted Support and Improvement – Low Performing Student Group for 2018-19, so student group summative scores are not included in this table this year.

Student Group	ELA Proficiency: Met Annual Target	Math Proficiency: Met Annual Target	ELA Student Growth: Met Standard	Math Student Growth: Met Standard	Progress Towards English Language Proficiency: Met Annual Target	Chronic Absenteeism: Met State Average	Requires Targeted Support: Consistently Underperforming Student Group - 2017-18
Schoolwide	Not Met	Not Met	Not Met	Not Met	Not Met	Not Met	No
White	Met Target	Met Target†	**	**	n/a	Not Met	No
Hispanic	Not Met	Not Met	Not Met	Not Met	n/a	Met	No
Black or African American	Met Target†	Met Target†	Met Standard	Not Met	n/a	Not Met	No
Asian, Native Hawaiian, or Pacific Islander	**	**	**	**	n/a	**	No
American Indian or Alaska Native	**	**	**	**	n/a	**	No
Two or More Races	**	**	**	**	n/a	**	No
Economically Disadvantaged Students	Not Met	Not Met	Not Met	Not Met	n/a	Not Met	No
Students with Disabilities	Met Target	Met Target†	**	**	n/a	Not Met	No
English Learners	Not Met	Met Target†	Not Met	Not Met	Not Met	Met	No

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



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School Narrative

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



Highlights:

- School 4 has a diverse ethnic population located in an evolving urban/suburban community that takes pride in its educational programs.
- School 4 delivers quality educational experiences for students by providing professional development for staff, implementing innovative curriculum, small group instruction, and the use of technology.
- School-wide positive behavior support systems address student conduct and building culture through data analysis and building incentives within the structure defined by NJTSS.



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Courses, Curriculum, Instruction:

The primary focus of School 4's instructional program is to develop strong literacy skills for all of our students. We utilize a Balanced Literacy Model of instruction at all grade levels. The model includes Shared Reading (grade level reading modeled by the teacher with "shared reading" by the students), Guided Reading (small group instruction and reading done by the students at their instructional level), and independent reading (students reading high interest books at their independent level). The foundation of the School 4 math program is the New Jersey Learning Standards. The standards and the intended learning outcomes are used by the classroom teachers to plan whole group instruction using a variety of instructional materials. We have continued the use of manipulatives and small group instruction to provide a concrete representation of abstract math concepts and as a means to intervene.



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Staff and Professional Learning:

Ongoing professional development is an essential component of the School 4 learning community. Administration and staff work side by side focusing on a number of goals. Teachers are trained in using the Fountas and Pinnell Benchmark Assessment System to assess reading behaviors in order to respond through improved instruction with focus on questioning. The goal is to build teachers' repertoire of effective questioning strategies to deliver high quality instruction by focusing on best practices and discussion across all content areas. These goals are met by fostering collaboration through common planning time, grade level meetings, and PLC meetings. The literacy coach provides coadministration of the assessment and turnkeys information from her own professional development. An outside literacy consultant has also been hired to provide training on enhancing professional dialogue. We are currently partnering with the Ongoing Assessment Project (OGAP) for math professional learning.



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Student Supports and Services:

School 4 uses the state intervention and referral process to meet the needs of students who exhibit difficulty with average achievement. These students are supported through the Intervention Services Team (IST). The function of the IST is to provide assistance and intervention strategies to classroom teachers who request assistance for a student with a behavior and/or academic concern. The IST suggests alternative strategies the teacher can implement in the classroom to help the student. In addition to IST, School 4 receives Title I funding and maintains a Title I Schoolwide Plan. As a schoolwide program, all students are eligible to receive Title I services. Students receive services focused on Literacy interventions that address needs in phonemic awareness and phonics, vocabulary development, fluency, text comprehension, and writing. Mathematics interventions address mathematical concepts, geometry and measurement, patterns, probability and discrete mathematics.



Parent and Community Involvement:

The School 4 administration believes that we have a responsibility to not only partner with the parents in support of their children's academic interests, but also, to develop a sense of community. To that end, we host a variety of events throughout the year. One of our most consistent ways in getting parents engaged is through our "book in the bag". Students in kindergarten through fourth grade are expected to: be read to, read to their parents, and their log signed daily by a parent. In addition, there are a number of opportunities for parents to be involved with the school and their children's progress. Open House in the beginning of the year and our afternoon and evening conferences, are opportunities to maintain an open line of communication between the parents and teacher. Our honor roll assemblies, winter/ spring concerts, Character Parade, Field Day, Kindergarten Celebration, and National Elementary Honor Society also extend our ability to connect as a school.



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School Safety:

The Lindenwold Public School District takes several measures to ensure staff and students safety. Recently, the school district has added an additional School Resource Officer increasing the number of Officers in the district to two. The two School Resource Officers are shared with five buildings and perform arrival and dismissal security for all buildings. The School district also employs two security officers, in addition to the SRO's. The security officers ensure that all schools are secured when the school day begins and throughout the school day. State of the art camera systems are utilized to ensure safety and security throughout the district. All staff members are educated and updated on best practices involving safety and security procedures. Security officers are stationed at the entrance of each building when students are present. Administration attends annual training on school safety.